

ED 288 353
FL 016 984

Anderson, Johnny R.

Dialect Reduction and Accent Restructuring: Some Methods for the Bilingual Classroom.

PUB DATE- Nov 87

NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-7, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Acoustic Phonetics; Articulation (Speech); Bilingual Education; *Classroom Techniques; Comparative Analysis; Dialects; *English (Second Language); *Learning Strategies; Lesson Plans; *Pattern Drills (Language); *Pronunciation Instruction; Reinforcement; Second Language Instruction; Spanish Speaking; *Speech Habits; Vocabulary

IDENTIFIERS- *Accents

A guide to English pronunciation instruction for native Spanish speakers uses eight basic steps to find and use appropriate techniques to address a specific phonological problem. The steps are (1) calling the student's attention to the learning point; (2) focusing attention on the problem area; (3) sharpening student recognition of the sound in different consonant environments; (4) generalizing the significant features to be mastered; (5) producing new sounds by mimicry or by production of opposite sounds; (6) checking student perception of sounds within minimal sentences; (7) substitution and pattern drilling; and (8) reinforcing and stabilizing the sounds taught in the laboratory and/or at home. An actual lesson plan to teach a specific minimal contrast is outlined, with accompanying teacher notes. (MSE)

ED 288 368
FL 017 008

Laubitz, Zofia

Conjunction in Children's Discourse.

PUB DATE- Apr 87

NOTE- 11p.; In: Papers and Reports on Child Language Development, Volume 26; see FL 017 001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Language; *Coherence; Discourse Analysis; Foreign Countries; *Language Acquisition; Linguistic Theory; Narration; Preschool Children; *Sentence Structure; *Story Telling; Visual Stimuli

IDENTIFIERS- *Conjunctions

In a study of young children's use of conjunction in narrative discourse, different types of discourse were collected from 34 preschool children: visually prompted stories, stories told without visual stimuli, responses to questions about the prompted stories, explanations of a game, and responses in interviews. The discourse was analyzed for the type and frequency of conjunctions used to connect full clauses and sentences. Results indicate that the children used sentential conjunctions, especially sequential temporal conjunctions, far more frequently in narratives than in conversations. This suggests that at least as early as age 4, children have a conception of narrative as a text type having a particular content and function and a particular linguistic form. They also appear to be aware of the crucially temporal nature of narrative, to feel that this temporal ordering should be linguistically encoded, and to know that the most economical and unambiguous way of encoding temporal order is to use temporal conjunctions. (MSE)

ED 288 384
FL 017 024

Boruszczak, Bohdan

Six-Year Ukrainian as a Second Language Program, Grade 11 Teaching Unit.

Alberta Dept. of Education, Edmonton. Language Services Branch.

PUB DATE- 87

NOTE- 119p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Course Content; *Cultural Education; Daily Living Skills; *Dining Facilities; Foreign Countries; Form Classes (Languages); Grade 11; *Grammar; High Schools; Instructional Materials; *Language Skills; Second Language Instruction; Thematic Approach; *Ukrainian; Uncommonly Taught Languages; *Vocabulary Development

The teaching unit provides materials for the fifth year of the six-year secondary school curriculum in Ukrainian as a second language. It focuses on basic vocabulary and communications skills related to the theme of "the restaurant" including: the development of listening, speaking, reading, and writing skills; specific elements of grammar (verb aspect, accusative, dative, instrumental cases of nouns and adjectives, and degree of adjectives); vocabulary related to meals and dining, Ukrainian cultural themes of the family unit, Christmas and Easter traditions, traditional foods, Ukrainian culinary arts, and restaurant etiquette. The unit is intended to stand alone, with the use of other specified texts as required. An introductory section outlines the objectives, organization, and format of the unit, and gives suggestions for evaluation. Each activity in the unit contains a brief overview of the exercises, teacher notes, a vocabulary list, and student materials. Visual aids suitable for copying are appended. (MSE)

ED 288 401
FL 017 041

Gelman, Susan A.; Markman, Ellen M.
Understanding Natural Kinds: A Developmental Comparison.

PUB DATE- Aug 86

NOTE- 10p.; In: Papers and Reports on Child Language Development,
Volume 25, August 1986; see FL 017 037.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; *Child Language; *Classification;
Cognitive Processes; Comparative Analysis; *Concept Formation;
*Inferences; *Language Acquisition; Language Research; Linguistic
Theory; Preschool Children; Visual Aids

A study investigated how young children understand natural kind terms by examining how 3- and 4-year-olds rely on category membership to draw inductive inferences about objects. One hundred four children (53 girls and 51 boys) from six preschools in California and Michigan participated in the study. The children were shown 10 sets of pictures of natural objects or creatures, told something about the items shown, and asked to draw inferences about other natural kind pictures. Two conditions were added: word only condition and picture only condition. Results suggest that even the youngest children assume that objects with the same name share underlying similarities. When given just labels, the children used them as a base for making inductions, and when labels and appearances conflicted, they relied more on labels than appearances. Even when no labels were given, the children sometimes figured out what categories the pictures belonged to and used this inference to decide about other properties. It is concluded that children are clearly sensitive to the power of language for organizing and extending language, and that words that refer, even common nouns, serve to identify objects as well as foster inductions. (MSE)

ED 288 417
HE 020 874

Wofford, Douglas
Mortgage-Backed Student Loans.
Forum for College Financing Alternative.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Oct 87

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal
Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Students; *Credit (Finance); Federal
Legislation; *Financial Policy; Higher Education; *Homeowners;
*Loan Repayment; Program Administration; Program Development;
Public Policy; Student Costs; *Student Loan Programs; Tax
Deductions

IDENTIFIERS- Debt (Financial); Massachusetts Education Loan
Authority; Mortgage Backed Student Loans; *Paying for College; *Tax
Reform Act 1986; University of Pennsylvania

Issues concerning mortgage-backed student loans are examined, with attention to the new tax law, policy and practical concerns that a college should address before starting this type of loan program, public policy issues, and two types of plans. The Tax Reform Act of 1986 phases out the deductibility of consumer interest charges and as a result will cause the expense of most loans to increase. However, loans secured by a home mortgage are fully deductible, and special consideration is offered for home loans used to finance educational and medical expenses. The following requirements that must be met are discussed: qualified residence interest, qualified indebtedness, and qualified educational expenses. Colleges should consider administrative and logistical problems before beginning a mortgaged-backed lending program, including title searching and mortgage recording. Public policy issues include: whether higher education may abuse the tax law for self-serving reasons, whether colleges will compete unfairly with the commercial sector, and whether the plans are fair to students and their families. Information is provided on two prototypical programs offered by the University of Pennsylvania and the Massachusetts Education Loan Authority. (SW)

Peseau, Bruce A.

Strategic Planning or Technological Forecasting? There's A Difference!

PUB DATE- 29 Oct 87

NOTE- 50p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research/Society for College and University Planning (New Orleans, LA, October 29, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Planning; *Futures (of Society); Higher Education; *Long Range Planning; Prediction; *Predictive Measurement; *Technology Transfer

IDENTIFIERS- Environmental Scanning; *Strategic Planning

The principal concepts and processes of long-range technological forecasting is reviewed to reveal some omissions of strategic planning and to assess the way it is applied to postsecondary education. It is argued that strategic planning in higher education generally lacks the methodological rigor of long-range technological forecasting. A major process within strategic planning (environmental scanning) lacks structure and an understanding of where and why the tools of forecasting are appropriately used. The concept of technology transfer space is addressed. Within an eight-level hierarchy, the use of forecasting tools is fitted to the technology transfer space. These tools include Delphi, extrapolation, morphological analysis, contextual wrapping, and analogy. The relationship of strategic planning to technological forecasting and operational planning is shown. Definitions of 10 concepts are included. Appended are questions appropriate for exploratory and normative concerns within each level of the technology transfer space. (Author/SW)

Scott, Robert A.

The President's Advisory Council: A Seminar for College CEOs.

PUB DATE- 3 Mar 87

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrators; *Advisory Committees; Business;

*College Administration; *College Planning; *College Presidents;
Higher Education; Innovation; *Leadership

IDENTIFIERS- *Ramapo College of New Jersey

The purpose of the President's Advisory Council at Ramapo College of New Jersey is discussed by the college's president. The Council consists of a small group of experienced executives who discuss with the president strategic issues inherent in managing a sizeable enterprise. The four members of the Council are a marketing expert, a strategic planner, a financial analyst, and a quantitatively-oriented senior executive. The Council meets quarterly, reviews materials sent in advance, and advises the president on how to approach the issues. Issues presented to the Council concerned the college's financial plans and budget and the college's land holdings and opportunities for turning land into sources of revenue without selling the land and without committing it for undesirable purposes. Future topics will include the uses of technology and marketing. The President's Advisory Council is a way to borrow a model from industry to assist the college in implementing its plan. (SW)

Jursa, Ronald J., Comp.; And Others
Michigan Postsecondary Admissions & Financial Assistance Handbook,
1986-87.

Michigan State Board of Education, Lansing.

PUB DATE- Sep 86

NOTE- 263p.; Program lists and program index appear in very small
print.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reports - Descriptive (Program/Project
Descriptions) (141)

DESCRIPTORS- Admission Criteria; *College Admission; *College
Applicants; *College Programs; Community Colleges; Higher
Education; *Institutional Characteristics; Postsecondary Education;
Private Colleges; Program Descriptions; Proprietary Schools; Public
Colleges; *Student Financial Aid; Teacher Certification; Two Year
Colleges; Vocational Schools

IDENTIFIERS- *Michigan

A guide to Michigan postsecondary institutions and student
financial aid is provided for college applicants. Information is
provided regarding contact personnel, campus characteristics,
admission requirements, program offerings, and applications for
each Michigan college and university. The following types of
institutions are covered: public junior and community colleges,
public four-year colleges and universities, private two-year and
four-year colleges and universities, and vocational and
occupational programs approved or licensed to operate in Michigan.
The occupational programs are: aeronautics (flight) schools, barber
schools, cosmetology schools, driving schools (commercial), and
nursing schools. Included is a list of over 7,000 instructional
programs that are available in Michigan's postsecondary
institutions, as well as a list of programs enabling a student to
qualify for teacher certification in a major field. The financial
aid section covers: planning for educational expenses, major
governmental aid programs, private awards, test dates and
deadlines, and checklists for juniors and seniors. A program
cross-index brings together programs similar to each other using
the Classification of Instructional Programs. (SW)

Henderson, Cathy

College Debts of Recent Graduates.

American Council on Education, Washington, D.C. Div. of Policy
Analysis and Research.

PUB DATE- Dec 87

NOTE- 29p.

AVAILABLE FROM- American Council on Education, Division of Policy
Analysis and Research, One Dupont Circle, N.W., Washington, DC
20036-1193 (\$8.00, nonmembers; \$5.00, members).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Graduates; Credit (Finance); Employment
Experience; Financial Policy; Graduate Surveys; Higher Education;
*Loan Repayment; *Salaries; *Student Financial Aid

IDENTIFIERS- *Debt (Financial); *Paying for College

Results of a survey of 1983-1984 graduates of four-year
institutions a year after graduation are presented. The data were
obtained from the 1985 Recent College Graduates Survey of the U.S.
Department of Education. Although it was found that the college
debts of the 1983-1984 graduates were still moderate, it also
provided evidence that the debt burden for students has been
increasing. One third of 1976-1977 baccalaureate recipients had
college debt; 43% of 1983-1984 graduates had such debt. Of those
who borrowed, the average college debt in 1983-1984 was about
\$5,470, almost twice the average of 1976-1977 (\$2,700). For
graduates earning an average salary, repayment of college debts
called for about 4% of their pre-tax earnings in 1985, up from 3%
in 1978. It is estimated that for 1986-1987 baccalaureate
recipients, the average debt may be \$7,500 with repayments
requiring about 5% of pretax earnings. Information is provided on
the employment status of graduates who were surveyed and their
average salaries. Sources of loans used by 1983-1984 graduates with
debts are identified, along with the number of each type of loan.
(SW)

Murray, David R.; Counts, Edward
Media, Technology and Teacher Education.

PUB DATE- [86]

NOTE- 12p.; For a related study, see IR 012 880.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports -
Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Certification; *Educational Media; *Educational
Technology; Higher Education; *Inservice Teacher Education; Library
Education; *Media Specialists; *Preservice Teacher Education; State
Surveys

IDENTIFIERS- *Kentucky Association for Communications and Tech

This report presents a summary of the findings and recommendations
of a review conducted by the Research Committee of the Kentucky
Association for Communications and Technology to investigate the
status of teacher preparation in the area of educational media and
technology in the state of Kentucky. It was found that there are
three different categories of preparation in the field of
educational communications and technology in the state: (1) the
training and preparation of school library and media specialists;
(2) course offerings for the orientation and training of classroom
teachers; and (3) the presentation of a variety of in-service
institutes and training programs for public school personnel. The
courses and degree programs available at eight colleges and
universities in Kentucky are discussed, and a short historical
overview of state certification is provided. A concluding summary
considers working conditions and future issues in education and
technology in the state and the nation. (RP)

McClelland, Jerry

Use of Two-Way Interactive Television in Education. Training and Development Research Center. Project Number Eighteen.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

PUB DATE- Apr 87

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Case Studies; *Distance Education; Extension Ager...s; Field Interviews; Observation; Parent Education; Secondary Education; Second Language Instruction; *Telecourses; Television Research; Videotape Recordings; Vocational Education

IDENTIFIERS- *Interactive Television

Four case studies in varying stages of completion are currently being conducted in the Department of Vocational and Technical Education at the University of Minnesota using live, two-way television to link multiple sites for interactive television classes. Two of the four classes, which are offered via closed-circuit television, are a vocational education class and a foreign language class at the secondary level; the other two are a professional education class for parent educators and a food preservation class for extension homemakers. Videotapes of class sessions and interviews with teachers and learners have been used to collect the data, which are being analyzed using ethnographic procedures. Two findings from the studies illustrate what is being learned about teaching and learning in this context: (1) the interactive television technology did not appear to be a significant intrusion on the flow of lessons; and (2) there was much less interaction between the students and the teachers in several remote sites with small numbers of students. Based on these four studies, planners have more insight into the number of sites that might be linked together effectively; the responsiveness of adults and adolescents to the system; and the support that teachers need to succeed in this context. Teachers using the system can reflect on patterns of classroom interaction and technology usage in the four courses studied, and adapt the teaching strategies they use in a traditional classroom to this new medium. (RP)

Carson, C. Herbert; Reigeluth, Charles M.
The Effects of Sequence and Synthesis on Concept Learning Using a
Parts-Conceptual Structure. IDD&E Working Paper No. 8.
Syracuse Univ., N.Y. School of Education.

PUB DATE- Feb 83

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Analysis of Variance; Audiotape Recordings; Grade 8;
*Instructional Design; *Intermode Differences; Junior High Schools;
Microcomputers; *Sequential Learning; Slides

IDENTIFIERS- *Elaboration Theory; *Synthesizers

This study investigated the effects of sequence and synthesis prescriptions from the Elaboration Theory by teaching the parts of a microcomputer system based on a parts-conceptual structure. A 2x3 factorial design was used which incorporated two sequences, general-to-detailed and detailed-to-general, and three levels of synthesizer, i.e., no synthesizer, synthesizer first, and synthesizer last. The subjects were 128 eighth-grade pupils who were randomly assigned to the six treatment groups. Each group viewed a slide/tape presentation followed by a paper-and-pencil test on attributes and relationships of 19 concepts. A two-way analysis of variance revealed that the attributes of the concepts were learned equally well by all groups, but relationships were learned better (1) with a general-to-detailed sequence than with a detailed-to-general sequence ($p < .05$), and (2) with the synthesizer last ($p < .01$) or no synthesizer at all ($p < .05$) than with the synthesizer first. Twenty-five references are provided. (Author/RP)

Lindberg, Dennis; Chalfoun, Eileen
Development of Off-Campus Library Services in the Vermont State
Colleges.

PUB DATE- [Apr 85]

NOTE- 15p.; Paper presented at the Off-Campus Library Services
Conference (2nd, Knoxville, TN, April 18-19, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Libraries; Access to Information; *Extension
Education; Higher Education; *Library Cooperation; Library Guides;
*Library Planning; Library Services; Online Systems; Program
Descriptions; *Shared Library Resources; *State Colleges; Statewide
Planning; User Needs (Information)

IDENTIFIERS- Community College of Vermont; *Vermont

This report examines the process of planning library services for off-campus students that was undertaken by the Vermont State Colleges (VSC) in 1982, and considers the implications of the plans for the system as a whole as well as for the Community College of Vermont (CCV), a non-campus, non-traditional college without a library. Following a brief background discussion, the detailed assessment of the VSC library and information services is summarized; the activities and recommendations of the system-wide Library Assessment Group (LAG) are described; and the implementation of the plans to date is discussed. In addition, a consideration of the implications of the plans for CCV describes CCV's problems in securing the educational resources to provide equal opportunity to students throughout the state; VSC's proposed statewide educational resource system; CCV's appointment of a Resource Task Force designed to help students, instructors, and staff to do effective research; and the proposed publication by the Resource Task Force of a Resource/Bibliographic Instruction Manual. The attempts of CCV and the Resource Task Force to develop an internal, supplementary resource system in response to VSC's plans are also described. Maps depicting the fall 1984 CCV enrollment by site office and VSC enrollment by county are provided. (KM)

Eichelberger, Susan

Patron Survey. March 15 to April 15, 1987.

California State Univ., Northridge. Univ. Libraries.

PUB DATE- 3 Sep 87

NOTE- 113p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Libraries; Higher Education; Library Circulation; Library Facilities; Library Instruction; Library Materials; *Library Services; Online Catalogs; Questionnaires; *Users (Information); *User Satisfaction (Information); Use Studies

IDENTIFIERS- *California State University Northridge

This report describes a survey of 942 California State University, Northridge, (CSUN) library patrons conducted from March 15 through April 15, 1987. The survey was administered by student interviewers who approached patrons exiting the two CSUN libraries and asked them questions from the survey questionnaire. Survey findings are briefly summarized for the following areas: (1) patrons' purpose for entering the library; (2) bibliographic instruction; (3) library hours; (4) use of the online catalog; (5) loan period for graduate students; (6) copier service; (7) complaints; (8) library materials; (9) library services and facilities; (10) use of the library by non-CSUN people; (11) the worst thing about the library; and (12) the best thing about the library. Appendices, which make up three quarters of the document, include the survey questionnaire, responses to questions with unweighted and weighted frequencies, responses of CSUN students only to selected questions, comments on the worst thing about the library, comments on the best thing about the library, and comments and suggestions for improving the library. (KM)

Bibliographic Instruction, Vermont Libraries. A Directory of Programs and Methods.

Johnson State Coll., Vt.

PUB DATE- 87

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Academic Libraries; Higher Education; Institutional Characteristics; Instructional Materials; *Library Instruction; Policy; Program Descriptions; *Special Libraries; Teaching Methods

IDENTIFIERS- *Vermont

Compiled from survey forms distributed to bibliographic instruction librarians in academic and special libraries in the spring of 1987, this directory includes information on the bibliographic instruction programs and methods of 17 Vermont universities and colleges listed according to the following metropolitan areas: (1) Bennington (Southern Vermont College Library); (2) Brattleboro (Community College of Vermont); (3) Burlington (Champlain College, Trinity College, and the University of Vermont--Bailey/Howe Library and Dana Medical Library); (4) Castleton (Castleton State College--Calvin Coolidge Library); (5) Johnson (Johnson State College--John Dewey Library); (6) Lyndonville (Lyndon State College--Samuel Read Hall Library); (7) Middlebury (Middlebury College); (8) Montpelier (Vermont College); (9) Northfield (Norwich University); (10) Plainfield (Goddard College); (11) Poultney (Green Mountain College); (12) Randolph Center (Vermont Technical College); (13) Rutland (College of St. Joseph Library); (14) South Royalton (Vermont Law School); and (15) Winooski (St. Michael's College). Each entry includes institutional data (library, college or university, address, contact person, telephone number, and size of institution); bibliographic instruction methods and materials; bibliographic instruction policies and procedures, including number of individuals involved in delivery of service; and comments. (KM)

Bilson, Barbara, Ed.; Ryan, Kevin J., Ed.

Inside English: Journal of the English Council of the California Two-Year Colleges; Vol. XI, Nos. 1-4, October 1983, December 1983, March 1984, and June 1984.

English Council of the California Two-Year Colleges.

PUB DATE- 84

NOTE- 42p.; This journal is printed in oversize form (11.5 x 14.5).

All pages have been photographically reduced by ERIC to standard size (8.5 x 11) before microfiching. For the complete archival compilation of volumes 1-13 of "Inside English," see ED 272 238. Volume 10 inadvertently skipped in numbering.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; *College English; College Faculty; Community Colleges; Critical Thinking; English (Second Language); *English Instruction; Holistic Approach; Interdisciplinary Approach; Literature; *Remedial Instruction; Student Motivation; Student Placement; Teacher Attitudes; *Teaching Methods; Two Year Colleges; *Writing (Composition); Writing Evaluation; Writing Exercises; Writing Processes; *Writing Skills

IDENTIFIERS- *Writing Across the Curriculum

Designed primarily for English faculty at two-year colleges in California, "Inside English" includes articles on instructional innovations in teaching remedial writing, literature courses, and freshman composition, and on major curricular, administrative, and employment issues in the field. The four issues of volume 11 include the following feature articles: (1) "Rx Holism: Just What the Patient Ordered," by Dennis J. Hook; (2) "Exchange Teacher Tell Us: What's the Difference between Here and There," by Kerry Renshaw; (3) "Writing across the Curriculum: Caring Is Not Enough," by Fred H. Fischer; (4) "Of Failure: What--Or Whom--Do Writing Samples Sample?" by Richard Tracey; (5) "Pedagogy and Productivity," by John C. Lovas; (6) "Critical Thinking: Defining the Critter and Staking Out Its Territory," by Marlys Mayfield; (7) "A Change of Pace and a Change of Attitude: Redwood Writing Project '83," by William K. Hoopes; (8) "Writing across the Curriculum: Raising Student Literacy AND Faculty Morale," by Susan H. McLeod; (9) "Teaching Teachers: Resistance and Writing across the Curriculum," by Judith R. Hert; (10) "It's Not My Job: A Cross-Discipline Solution to Basic Skills Development," by Barbara Davis and Linda Luvaas-Briggs; (11) "Community Colleges and the MLA (Modern Language Association)"; (12) "Workshopping: The Only Way to Go," by John F. Parker; (13) "Block Enrichment Programs: A Solution to the Literacy Problems of Motivated Students," by Connie Missimer; and (14) "Johnny Needs to Write... And Write... And Write," by David Peck. (AYC)

McIntyre, Janice

The Search for "Viable Alternatives": Planning Theory and Community College Administration.

PUB DATE- 86

NOTE- 58p.; Independent research project report, University of Missouri-Kansas City.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Administrative Policy; *Administrative Principles; Change Agents; *Change Strategies; *College Administration; *College Planning; Community Colleges; *Educational Change; Literature Reviews; Program Development; Two Year Colleges

This nine-part literature review examines ways in which community college administrators are dealing with the rapidly changing social, political, and educational environment. Part I examines some of the external pressures placed on community colleges to change both policy and programs, and argues against reactive responses to these changes. Part II reviews a number of alternative administrative models for change implementation, including those that emphasize group/interactive processes, those that view change as a managerial function, those that consider change to be a function of the political/social environment of the institution, and those that emphasize strategic planning. In part III, components and characteristics of the planning process are examined. Part IV presents the results of interviews with four community college administrators concerning problems of planning and implementing policies at the institutional level. Part V explains the "Toward Educational Excellence" project, as an example of operational planning based on a 5-year master plan using a task force structure. After part VI addresses problems related to goal selection and institutional communications, part VII examines trends in planning and change management in community colleges. The final sections offer conclusions and a 45-item bibliography. (UCM)

State and Local Innovations in Educations Choice. Hearing before the Subcommittee on Intergovernmental Relations of the Committee on Governmental Affairs. United States Senate, Ninety-Ninth Congress, First Session, October 22, 1985.

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.

REPORT NO.- Senate-Hrg-99-500

PUB DATE- 86

NOTE- 468p.; Document contains small print.

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Innovation; *Educational Vouchers; Elementary Secondary Education; Federal Programs; Legal Problems; Open Enrollment; Private Education; Public Education; Public Support; *School Choice; School Organization; State Programs; *Tax Credits; *Tuition

IDENTIFIERS- Congress 99th

Testimony concerning innovative state and local programs which expand family choice in education, and the Federal government's role in facilitating such programs, is presented. Testimony reviews research findings that bear on the issue, variables involved in planning educational choice, reforms proposed in the Minnesota plan for K-12 education, Minnesota's Post-Secondary Enrollment Options Act of 1985, private sector alternatives in education, and disadvantages of alternative education programs, such as tuition tax credits and tuition voucher systems. Copious additional material submitted for the record includes: (1) three issues of the periodical "Educational Freedom" which focus on educational vouchers and the advantages and constitutionality of tuition tax credits, (2) discussions of the effectiveness of public and private schools, and the organization of the schools in relation to politics and markets, (3) a description of the Prince George's County school system's "Workplace School," (4) a discussion of how the selection of strategy for designing federal programs influences program operation and effects, (5) arguments against the use of tuition vouchers, (6) a brief position statement of the Minnesota Federation of Citizens for Educational Freedom, Inc., (7) the Minnesota Congress of Parents, Teachers, and Students' statement on legislative proposals concerning open enrollment and parent choice, and the desirability of limiting publicly funded choice to public schools, (8) the brief position statement of associated liberal organizations, (9) recommendations for the fundamental restructuring of Minnesota's educational system, and (10) the Clearinghouse on Educational Choice's analysis of population sectors most likely to support educational vouchers. (RH)

Leavitt, Midge

Integration Means All Our Children Belong.

New Brunswick Dept. of Education, Fredericton. Student Services
Branch.

PUB DATE- Sep 87

NOTE- 16p.; Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Innovation; *Educational Practices;
Elementary Education; *Elementary School Students; Foreign
Countries; *Mainstreaming; Parent Attitudes; Photographs; State
Programs; Student Attitudes; Teacher Attitudes

IDENTIFIERS- Mixed Age Groups; *New Brunswick

Black and white photographs, descriptive text, and participants' comments profile the New Brunswick schools' experiences with the integration of special and typical elementary school students in regular classrooms. The text defines integration; describes problems with segregation; provides a rationale for integration; discusses learning in integrated contexts; and describes roles of teachers, students, and parents. In conclusion, four parents of exceptional children briefly describe their experience with integration or present their attitudes toward their special needs children. (RH)

ED 288 615
PS 016 922

Butterworth, George; Adamson-Macedo, Elvidina

On the Origins of Pointing in Infancy: A Pilot Study.

PUB DATE- Sep 87

NOTE- 10p.; Paper presented at the Annual Conference of the British Psychological Society (York, England, United Kingdom, September 11-14, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; Cognitive Development; Foreign
Countries; *Incidence; *Infant Behavior; *Novelty (Stimulus
Dimension)

IDENTIFIERS- Developmental Patterns; *Pointing Behavior; *Scotland

Hatcher, Barbara, Ed.

Learning Opportunities beyond the School.

Association for Childhood Education International, Washington, D.C.

REPORT NO.- ISBN-0-87173-113-4

PUB DATE- 87

NOTE- 85p.

AVAILABLE FROM- Association for Childhood Education International,
11141 Georgia Avenue, Suite 200, Wheaton, MD 20902 (\$7.00 for ACEI
members; \$9.00 for nonmembers. Add \$1.00 postage/handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)

DESCRIPTORS- Adolescents; *Basic Skills; *Community Role; Community
Services; Computer Uses in Education; Criteria; Early Childhood
Education; Education Work Relationship; Elementary Education;
*Elementary School Students; Family Role; *Learning Activities;
*Learning Experience; Library Role; Microcomputers; Museums; Oral
History; *Parent Participation; Program Descriptions; Program
Effectiveness; Rural Education; Zoos

IDENTIFIERS- Community Based Education; *Informal Learning

The 12 articles in this monograph discuss the value of informal learning for children, and suggest how basic skills can be reinforced at school, home, and within community groups and institutions. Promising programs, practices, and activities for children are highlighted. Topics addressed include: (1) a rationale for a rededication to a holistic approach to learning for students, the value of informal learning, and criteria for determining the quality of nonschool settings; (2) the role of the public library in the educational process, services and materials available, and current innovative programs; (3) museum programs offering young patrons opportunities to participate in multisensory exhibits; (4) educational opportunities available through zoological parks (including a list of zoological parks in the United States and bibliography of books about zoos and zoo animals); (5) use of social contexts of school and work to extend children's learning, developmentally appropriate activities for stimulating children's interest in work, and the development of cooperative learning opportunities by schools and businesses; (6) the educational and developmental roles of community service organizations; (7) use of an oral history project to strengthen students' basic skills; (8) activities for students in rural and small towns that reinforce basic skills and nurture a sense of community pride; (9) youth participation programs enabling young adolescents to assume roles of responsible adults; (10) everyday experiences and inexpensive items that can be used to reinforce skills and convey to children a sense of love and well-being; (11) the development of concepts of

Instructional Materials Approved for Legal Compliance, 1987-88.
California State Dept. of Education, Sacramento. Curriculum Framework
and Instructional Materials Unit.

REPORT NO.- ISBN-0-8011-0679-6

PUB DATE- 87

NOTE- 275p.

AVAILABLE FROM- Publications Sales, California State Department of
Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$6.00, plus
sales tax for California residents).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Compliance (Legal); Elementary Secondary Education;
*Instructional Materials; *Reading Material Selection; *Social
Bias; *State Standards; Stereotypes; *Textbook Content; Textbook
Selection; Textbook Standards

IDENTIFIERS- California

The instructional materials listed in this document were reviewed by a California Legal Compliance Committee using the social content requirements of the Educational Code concerning the depiction of males and females, ethnic groups, older persons, disabled persons, and others to ensure that the materials were responsive to social concerns. Included for all materials are publisher, title, International Standard Book Number, copyright date, grade level, and Legal Compliance Committee termination date. The materials are divided into the following subject areas: (1) reading; (2) literature; (3) spelling and handwriting; (4) dictionaries; (5) English; (6) science; (7) health; (8) art and music; (9) mathematics; (10) social sciences; (11) foreign languages; (12) English as a foreign language; (13) kindergarten; (14) computer software; (15) miscellaneous; and (16) bilingual/bicultural materials. (PCB)

Endeley, Joyce B.

Women Farmers' Perceptions of the Economic Problems Influencing Their Productivity in Agricultural Systems: Meme Division of the Southwest Province, Cameroon.

PUB DATE- Apr 87

NOTE- 16p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; *Access to Information; *Adult Farmer Education; *Agricultural Production; Economic Factors; Educationally Disadvantaged; *Farmers; *Females; Financial Support; Foreign Countries; Productivity; Rural Economics; Self Concept

IDENTIFIERS- *Cameroon; *Economic Equity; Resource Management

Women farmers produce about 60% of the food in Cameroon, but face more problems and constraints than men in performing their agricultural activities. Cash crop farmers (mostly men) are the targeted beneficiaries of government and international aids, and have better access to extension services, loans, subsidized production input (herbicides, pesticides, and fertilizer), land, better farm tools, and an organized market structure. The lack of, or inadequate access to, these production resources explain why women farmers' agricultural productivity is lower than men's. The study provides empirical evidence on the economic problems that influence women farmers' productivity in seven selected villages of Meme Division, Cameroon. Two hundred ninety-five women farmers were interviewed face-to-face. Data were collected on the perceived level of access to different production resources and the personal characteristics of women farmers. Factors which seemed to have constrained access to production resources included lack of awareness, lack of technical know-how, and insufficient funds. The women perceived that they had access to land, labor, and infrastructure, but lacked access to formal agricultural training programs (although they thought this would have the least influence on their productivity). Recommendations for future research conclude the paper. (JMM)

ED 288 673
RC 016 470

Reeder, William J.; And Others
National and Rural Housing Policy. Historical Development and
Emerging Issues.
Economic Research Service (DOA), Washington, DC. Agriculture and
Rural Economics Div.

REPORT NO.- AGES861125

PUB DATE- Mar 87

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Federal Programs; Financial Policy; *Financial Support;
*Government Role; *Housing; *Ownership; Public Policy; *Rural
Areas; Rural Urban Differences; Taxes

IDENTIFIERS- Farmers Home Administration; Historical Background;
Housing Market; Issues Approach; Mortgages; *National Policy;
*Rental Property

This report traces the historical development of federal housing policy that has promoted a 40% decline in substandard housing and a 20% increase in homeownership over the past 50 years. It presents emerging national and rural housing policy concerns: the proper role of federal, state, and local governments in the mortgage credit and insurance industries and the secondary mortgage markets; the design of federal housing and tax policies that will best encourage homeownership and still aid the neediest households in the most cost-effective manner; the development of demand-side subsidy programs that will encourage an increased supply of rental housing and aid low-income households; and the targeting of households who have insufficient income to afford adequate housing. Other policy issues considered are the affordability of homeownership for young families and the impact of changes in the tax status of rental properties on the quantity, quality, and cost of rental units. The report discusses differing housing needs of rural areas and shows percentages of funding obligations of selected housing programs going to nonmetropolitan areas. An appendix lists federal housing inadequacy criteria. (NEC)

ED 288 686
RC 016 494

Cotton, Kathleen

Reducing Teacher Turnover in Reservation Schools: A Guide for
Administrators.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Oct 87

NOTE- 41p.

CONTRACT- 400-86-0006

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- Administrator Guides; *Administrator Role; *American
Indian Education; *American Indian Reservations; Elementary
Secondary Education; *Faculty Mobility; Rural Schools; School
Community Relationship; Small Schools; *Teacher Background; Teacher
Characteristics; Teacher Persistence; *Teacher Recruitment; Teacher
Selection

The unusually high rate of teacher turnover in American Indian reservation schools (up to 41% of new teachers on South Dakota's Pine Ridge Reservation) is an ongoing source of distress to administrators, teachers, and community members. Teachers who move on tend to be young, inexperienced (four or fewer years in teaching), single, and from or preferring urban areas. School factors correlated with high turnover include lack of administrative support, low academic standards, inadequate professional development policies, low salaries, small enrollments with high percentages of Native American students, and inadequate curriculum development. Key community characteristics causing turnover are geographic isolation and language and cultural barriers. Suggestions for reducing teacher turnover, based on research and administrator experience, are recruitment of experienced teachers from rural backgrounds and accurate descriptions of job, school, community, and regional benefits. Rural colleges, colleges with Indian or multicultural programs, and Indian-related agencies can help with teacher recruitment. Teachers and tribal representatives are valuable additions to screening/interview committees. Good induction programs, mentoring programs, social gatherings with community members and district staff, professional development programs, and effective administrative leadership will all assist in retaining good teachers. (NEC)

ED 288 700
SE 048 712

Anderson, Charles W.; And Others
Power Cell: Teacher's Guide to Respiration. Occasional Paper No. 113.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PUB DATE- Nov 87
NOTE- 114p.

AVAILABLE FROM- Institute for Research on Teaching, College of
Education, Michigan State University, 252 Erickson Hall, East
Lansing, MI 48824 (\$11.25).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Biology; Concept Formation; *Cytology; Experiential
Learning; Junior High Schools; Laboratory Procedures; Middle
Schools; Misconceptions; *Science Activities; Science Curriculum;
Science Education; *Science Experiments; *Science Instruction;
*Secondary School Science; *Teaching Methods

IDENTIFIERS- *Respiration

This document contains a set of instructional materials about cellular respiration that were used in a research study of middle school science teaching during 1985-86. The Middle School Science Project investigated ways to help middle school science teachers use teaching strategies that were identified in earlier studies as particularly effective in promoting meaningful conceptual-change learning. Such learning requires students to go beyond memorization of facts and terminology and to make sense of scientific explanations of phenomena. For students, such learning in science often requires them to go through a difficult process of conceptual change, reshaping and abandoning ideas or misconceptions that they have developed from experience and have believed for a long time. The materials include an introductory description of students' difficulties related to learning about photosynthesis, a student text with accompanying comments and suggestions to teachers, a set of overhead transparent masters, and suggested laboratory and demonstration activities. (Author/TW)

ED 288 715
SE 048 727

Schwartz, Denece Glead

Environmental Education and Its Effects on Students' Attitudes toward the Curriculum.

PUB DATE- 87

NOTE- 73p.; Master's Thesis, Idaho State University.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Ecology; Elementary Education; *Elementary School Science; *Environmental Education; Experiential Learning; Science Activities; Science and Society; *Science Curriculum; Science Education; *Science Instruction; Scientific Attitudes; *Social Studies; *Student Attitudes

IDENTIFIERS- *Environmental Education Research; Outdoor Biology Instructional Strategies; Project Learning Tree; Project WILD
Environmental education provides an interdisciplinary approach to connect various curriculum areas, such as science, mathematics, social studies, and reading. This study sought to discover if intermediate grade students who had instruction in environmental education were more positive toward the school curriculum than those who have not. Fourteen intermediate classrooms were involved in at least 10 of 12 environmental education activities that were provided to the teachers by the researcher. These activities were taken from the Project Learning Tree, Project WILD, and Outdoor Biology Instructional Strategies programs (OBIS). An additional 14 classrooms served as the control group, and received no such instructional activities. Results of pretesting and posttesting both the experimental and control groups indicated that the students in the experimental group developed a more positive attitude toward science and social studies after experiencing the environmental education instructional activities. Recommendations for further research and implications of this study are discussed. (TW)

ED 288 731
SE 048 743

Status and Needs Assessment of Environmental Education in
Washington--1986. A Report.
Washington Office of the State Superintendent of Public Instruction,
Olympia.

PUB DATE- Jan 86

NOTE- 48p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports -
Descriptive (Program/Project Descriptions) (141) Tests,
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Definitions; Ecological Factors; Elementary School
Science; Elementary Secondary Education; *Environmental Education;
Government School Relationship; *Legislation; Natural Resources;
*Needs Assessment; Quality of Life; School Business Relationship;
Science and Society; Secondary School Science; Social Studies;
*State Surveys

IDENTIFIERS- Environmental Education Programs; Environmental
Literacy; *Washington

This report is in response to an order of the Washington State
Legislature which directed the state superintendent of public
instruction to: (1) define environmental literacy; (2) assess the
status and needs of environmental education in Washington and make
appropriate recommendations based on that survey data; and (3)
develop and submit a report to the 1986 Special Legislature
Session. Included in the document are descriptions of the
activities of the environmental education task force assigned to
complete the above tasks. The recommendations formulated by the
task force involve broadening the provisions of the existing state
regulations to include a definition of environmental literacy, and
to extend the state environmental education requirements to include
the elementary grades. In addition, revisions of environmental
education legislation, funding and guidelines are proposed.
Included in the appendices are the survey instrument used and the
survey responses and analysis. (TW)

ED 288 354
FL 016 985

Rodriguez-Brown, Flora V.; Ruesta, Maria Bustelo
Attitudes and Motivational Factors in Second Language Learning.
PUB DATE- Jun 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Affective Behavior; College Students; Comparative Analysis; Cultural Education; Degree Requirements; English; Higher Education; *Language Attitudes; *Language Role; *Learning Motivation; Linguistics; *Second Language Learning; Spanish; *Student Attitudes; Student Motivation; Surveys; *Teacher Role; Teacher Student Relationship

A study investigated the role of attitudes and motivation in second language learning by administering a semantic differential measure to college students studying Spanish in three different tracks (linguistic, cultural, and bilingual, or native-speaker). The student's track was determined by grades and language experience. Findings suggest that students in each track have different attitudes toward the foreign language. The native speakers showed an "integrative" attitude toward the usability and need for the class. The linguistic-track students had a more "instrumental" outlook focused on the relationship of language to job opportunities. Students in the "cultural" track had a negative attitude toward the second language and anything related to it and showed a "rebound" effect whereby they reacted positively to anything related to English. The findings also suggest that attitudes toward language, the second language, and the second language teacher play a more important role in second language learning than previously described. (MSE)

ED 288 369
FL 017 009

McCune, Lorraine; Vihman, Marilyn May
Vocal Motor Schemes.

PUB DATE- Apr 87

NOTE- 9p.; In: Papers and Reports on Child Language Development,
Volume 26; see FL 017 001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Articulation (Speech); *Child Language; Consonants;
Individual Differences; *Infants; *Language Acquisition; *Language
Patterns; Linguistic Theory; *Oral Language; Speech Acts; Syllables

A study examined the consistency of consonant use in the infant's transition period from babbling to early words. Phonetic data were collected from the speech of 10 infants aged 9 to 15 months. Analysis of consonant distribution patterns indicate striking segmental preferences in all 10 children, with some segments more prominent for the sample as a whole and the rest in extreme use in one or more subjects. Subjects' vocal motor schemes, or patterns of intentional use, were determined by examining the frequency and longevity of segment use, controlling for individual variations in volubility. All subjects developed early and continuing preferential use of one or more segments, and some developed a syllabic structure of one or more units. These vocal motor schemes represent competence in controlling articulation to produce forms based on a given segment, which may later be enriched and invested with meaning. (MSE)

ED 288 385
FL 017 025

Kruk, Ihor

Six-Year Ukrainian as a Second Language Program, Grade 12 Teaching Unit.

Alberta Dept. of Education, Edmonton. Language Services Branch.

PUB DATE- 87

NOTE- 111p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Course Content; Course Organization;

*Cultural Traits; Family Life; Foreign Countries; Grade 12;

*Grammar; High Schools; Language Skills; *Marriage; Nouns; Second Language Instruction; Thematic Approach; *Ukrainian; Uncommonly Taught Languages; *Vocabulary Development

IDENTIFIERS- *Spring (Season)

The teaching unit provides materials for the sixth year of the six-year secondary school curriculum in Ukrainian as a second language. It explores the themes of spring and the Ukrainian-Canadian wedding. These themes form the cultural context for a relatively comprehensive study of the dative case. The unit is designed to stand alone, with additional cultural material and exercises to be used as needed. Its linguistic and cultural objectives include communication skills in listening, speaking, reading, and writing, the dative case, development of vocabulary relating to the family, occupations, agriculture, and shopping, and transmission of information about letter writing, invitations, Ukrainian-Canadian wedding customs, and the history of Ukrainian settlement in Canada. The unit has five sections, each with a subtheme and containing text, a vocabulary list, comprehension and grammar exercises, and related activities. An introductory section provides information and suggestions for teachers. A list of references and materials related to the wedding are appended. (MSE)

ED 288 402
FL 017 042

Hutchinson, Jean
Children's Sensitivity to the Contrastive Use of Object Category
Terms.

PUB DATE- Aug 86

NOTE- 10p.; In: Papers and Reports on Child Language Development,

Volume 25, August 1986; see FL 017 037.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; Child Language; *Classification;
Comparative Analysis; Concept Formation; Infants; *Language
Acquisition; *Language Processing; Linguistic Theory; *Mild Mental
Retardation; Toddlers; *Young Children

A study investigated whether very young children use the concept of mutual exclusivity to make an initial link between a word and an object, and whether its use is linked to age or intelligence differences. Three groups of normally-developing children, aged 1 to 3 years, and three groups of older, mildly retarded children with similar levels of receptive language were asked to identify the object with an unfamiliar name, when presented with pictures of two objects. Results suggest that very young children do use the mutual exclusivity principle in making an initial link between a word and an object, at least with a small number of objects. However, young retarded children appear to have particular difficulty with the principle, suggesting that they may only be able to learn words presented in an exceptionally clear and unambiguous way. (MSE)

Burke, Dolores Lewis
Change in the Academic Marketplace: A Study of Faculty Mobility in
the 1980s.

PUB DATE- 86

NOTE- 275p.; Doctoral Dissertation, University of North Carolina,
Chapel Hill. Winner of the Dissertation of the Year Award from the
Association for the Study of Higher Education (1987).

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports
- Research/Technical (143) Tests, Questionnaires, Evaluation
Instruments (160)

DESCRIPTORS- Affirmative Action; Beginning Teachers; *Employment
Practices; *Faculty Mobility; Higher Education; Labor Market;
Marketing; *Personnel Policy; *Relocation; Research Universities;
Teacher Dismissal; Teacher Employment; Teacher Recruitment; Teacher
Retirement; *Teacher Selection

Internal and external organizational influences on faculty mobility
were studied during the 1985-1986 academic year. The investigation,
which was designed as a replication of a 1958 study of the academic
marketplace by Caplow and Reece, involved interviews with
department heads, colleagues of departed faculty members, and new
appointees at six major research universities. Attention is
directed to: the faculty search process, including the origination
and definition of the faculty position, the initial search,
screening procedures, and the role of affirmative action in the
search. Also considered is the selection process and the difference
between selection procedures and criteria for junior and senior
faculty members, as well as the impact of a junior appointment on
the department, the circumstances of the offer and acceptance, and
certain special cases encountered in the study. Termination is also
addressed, including dismissal, resignation, retirement, and death.
The destination of departing faculty members and the reasons for
and impact of their departure are also assessed. Market and
institutional strategy are analyzed, and data are presented on
market characteristics and participants. The interview schedule is
appended. (SW)

McCauley, Lynne

The University Curriculum: A Freshman Year Program for Students Who Choose To Explore Academic and Career Options. Annual Report, 1986-87.

Western Michigan Univ., Kalamazoo.

PUB DATE- 87

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Advising; Ancillary School Services; *Career Choice; Career Planning; *College Students; College Transfer Students; Decision Making; Higher Education; Information Needs; *Majors (Students); Skill Development; *Student Development; *Student Evaluation

IDENTIFIERS- *Western Michigan University

A program to serve beginning and transfer students at Western Michigan University who are undecided about their curriculum choice is described. The assessment, referral, and advising services are designed to address students' developmental as well as academic needs. Program activities during 1986-1987 are identified for the following program objectives: to administer recruitment communications and participate in recruitment activities; to provide program and academic information to students and parents at orientation; to connect students with the program services through written and other types of communication; to provide assessment and referral services to students; to provide academic advising; to provide courses suited to developmental needs of students; to provide academic skill-building courses and academic support services; to coordinate with the Honors College in providing guidance and enrichment services for students who scored high on the American College Testing Program examinations; to provide career planning service; and to provide development and support services for advising staff and to evaluate staff effectiveness. (SW)

Scott, Robert A.

The \$40 Billion Question: Who Will Train for the Corporate Future?

PUB DATE- 10 Feb 87

NOTE- 15p.; Paper presented at the Annual Meeting of the American Society for Training and Development, Long Island Chapter (Bethpage, NY, February 10, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Students; *College Role; *Continuing Education;

*Corporate Education; Educational Needs; Higher Education; Industry; Institutional Mission; *Labor Force Development; *School Business Relationship

Corporate education and its challenge to traditional higher education institutions are discussed. Two of the four basic missions of advanced education are the same at corporations and colleges: research and training. Educational programs offered by corporations range from the remedial to the doctoral and include educational skills development, general education, professional training, and advanced instruction in scientific and management studies. It is noted that corporations must contract for educational programs and colleges can provide business with educational programs at less fixed cost and higher quality. There are three models of relationships that colleges and business can undertake: straight contracts, joint ventures, and quid pro quo. Examples of each type of relationship are cited. It is concluded that colleges are realizing that they have not been meeting the needs of corporate employers for education and training. Colleges also recognize that the market of 18- to 22-year-olds is declining, while employees seeking continuing education is an expanding market. On the other hand, it is suggested that the commitment to education is not universally sustained by corporations. (SW)

Voluntary Support of Education, 1985-1986.

Council for Advancement and Support of Education, Washington, D.C.;
Council for Financial Aid to Education, New York, N.Y.; National
Association of Independent Schools, Boston, Mass.

SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville,
N.Y.

PUB DATE- Jun 87

NOTE- 169p.; Most of the document contains small print.

AVAILABLE FROM- Council for Financial Aid to Education, Inc., 680
Fifth Avenue, New York, NY 10019 (\$25.00, prepaid).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Alumni; *Business; Colleges; Comparative Analysis;
*Corporate Support; *Donors; Endowment Funds; Expenditures;
Financial Support; *Higher Education; Industry; Institutional
Characteristics; *Philanthropic Foundations; *Private Financial
Support; Private Schools; Religious Organizations; School Business
Relationship; School Funds; Trend Analysis

IDENTIFIERS- Survey of Voluntary Support of Education

Results of the 1985-1986 Survey of Voluntary Support of Education
are presented, including a narrative summary and detailed
statistical tables. Reports of voluntary support are presented for
1,194 two-year and four-year colleges and universities and 473
independent precollege schools. The tables for each institution
cover: total financial support, support for current operations,
support for specific capital purposes, and the sources of support
(e.g., alumni, foundations, religious organizations). National
estimates of voluntary support to higher education are provided by
source and purpose for 1975-1976 to 1985-1986. Data are included on
voluntary support in relation to enrollment, inflation and
institutional expenditures for 1949, 1965, 1970, 1975, 1980, 1984,
and 1985. Voluntary support for 1985-1986 is detailed by type of
college/university and changes from the previous year. Also covered
are: funding to different types of colleges through matching-gift
programs and gifts of property; gifts donated for specific
purposes; support with restrictions on its use; and gifts from
individuals for current operations in the amount of "under \$5,000"
or "\$5,000 or more." (SW)

ED 288 475
HE 021 002

Ehrhart, Julie Kuhn; Sandler, Bernice R.
Financial Aid: A Partial List of Resources for Women. Fourth Edition.
Association of American Colleges, Washington, D.C. Project on the

Status and Education of Women.

PUB DATE- Nov 87

NOTE- 20p.

AVAILABLE FROM- Association of American Colleges, Project on the
Status and Education of Women, 1818 R Street, N.W., Washington, DC
20009 (\$3.50 each; 15-99 copies, \$2.45 each; 100 or more copies,
\$1.75 each).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *College Students; Federal Aid; *Females; *Grants;
Higher Education; Information Sources; Military Schools;
Nontraditional Education; Private Financial Support; *Scholarships;
State Aid; *Student Financial Aid; *Student Loan Programs

IDENTIFIERS- *Paying for College

Information on sources of financial aid to help women attend college is presented along with types of schooling opportunities. Different kinds of schools and programs are briefly described: two-year colleges, four-year colleges, universities, foreign universities with study-abroad programs, technical and business schools, and military bases. Information sources are also identified, including: public libraries, women's organizations, state or county commissions on women, military-based education offices, campus admissions and financial aid offices, and college career planning and placement offices. Ways to attend school are addressed, including external degree programs, evening and part-time programs, weekend and summer programs, correspondence courses, nondegree and certificate programs, and general education courses. Alternatives for receiving credit for former courses are also identified. The following sources of financial aid are covered: federal government, state programs, the college itself, private scholarships, grants, loans, and the military. Selected scholarship, grant, and loan programs are briefly described and categorized by study area. (SW)

ED 288 489

IR 012 880

Murray, David R.

A Profile of the Kentucky Technologist.

PUB DATE- [86]

NOTE- 14p.; For a related study, see IR 012 879.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)

DESCRIPTORS- *Educational Media; *Educational Technology; Long Range Planning; *Professional Associations; *Profiles; State Surveys

IDENTIFIERS- *Kentucky Association for Communications and Tech

Developed from 63 responses to a survey of 104 members of the Kentucky Association for Communications and Technology (KACT), this report provides information on the association's members in three categories: (1) basic demographic data, employment function, academic preparation, and areas of expertise and interest; (2) other affiliations, committee interests, and future organizational interests; and (3) issues of individual concern. The data are presented in 10 tables, and a concluding summary relates these findings to the future development of KACT. (RP)

ED 288 504
IR 012 898

Smith, Merrill W.; And Others

Visual Image Transmission. An Examination of Electronic Delivery of
Visual Images and Text from the Library to the Academic Community.
Final Report.

Massachusetts Inst. of Tech., Cambridge.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.

PUB DATE- Sep 86

NOTE- 30p.; Additional support provided by MIT Project Athena and the
MIT Libraries.

GRANT- CLR-4012-B

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Libraries; Analog Computers; Digital Computers;
Higher Education; *Information Networks; *Information Systems;
Telecommunications; *Videodisks

IDENTIFIERS- Fiber Optics; *Visual Image Transmission

Designed to examine the potential for delivering images stored on
videodisc and other optical media from the library to the
classroom, the pilot project described in this report has focused
on ways to transmit still color or black and white images from the
library's collection to a constituent academic unit. This report
discusses analog and digital formats for electronic image storage
and modes of image transmission; presents the results of work using
the different configurations; and describes the design of a remote
Image Delivery System that has been designed and implemented at the
Massachusetts Institute of Technology. This system contains a
network of independent computer nodes which are linked by a digital
fiber-optic network as well as by a cable television system. A
glossary of terms, a discussion of related work, and an 11-item
reference list are included. (RP)

Curtis, Ruth V.; Reigeluth, Charles M.
The Effects of Analogies on Student Motivation and Performance in an
Eighth Grade Science Context. IDB&E Working Paper No. 9.
Syracuse Univ., N.Y. School of Education.
PUB DATE- Mar 83
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Research/Technical (143)

DESCRIPTORS- Analysis of Variance; Grade 8; Instructional Design;
*Instructional Effectiveness; *Intermode Differences; Junior High
Schools; Literature Reviews; Predictor Variables; Pretests
Posttests; Recall (Psychology); *Science Education; *Student
Motivation

IDENTIFIERS- *Analogies; *Application Level Learning

Focusing on the achievement and motivational effects of analogies of varying enrichment levels when used with abstract, unfamiliar, and difficult content, this study examined their effects on instruction at the recall and application levels using content consisting of both concepts and principles. The subjects were 123 eighth-grade science students who were assigned to one of three treatment groups for each of six topics: (1) no analogy, (2) simple analogy, and (3) enriched analogy. An instructional booklet and a posttest booklet were distributed to each student, and both immediate and delayed posttests were administered. Analysis of variance revealed no significant main effects on any of the immediate posttests, i.e., recall, application, or total. In contrast, significance was approached or reached on 5 of the 12 delayed achievement test measures, 1 on the recall level and 4 on the application level. The results of this study suggest that, although analogies may not be very useful for either rote remember-level learning or application-level learning, they may often be very useful for creating linkages within memory that would have an important influence on meaningful understanding, long-term retention, far transfer, problem solving, and the skill of analogical reasoning. A 31-item reference list is provided. (RP)

ED 288 534
IR 052 191

Connor, Vianne, Ed.

Library Grant Programs. A Report to the Libraries of New Jersey, July 1, 1985-June 30, 1986.

New Jersey State Library, Trenton.

PUB DATE- Jun 87

NOTE- 30p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Federal Aid; *Grants; Library Administration; *Library Cooperation; Library Facilities; Library Networks; *Library Services; Program Descriptions; *Public Libraries; Research Libraries; *State Aid; State Libraries

IDENTIFIERS- Library Development; *Library Services and Construction Act; *New Jersey

Following a directory of New Jersey State Library staff, narrative and statistical information on fiscal year 1986 grant programs administered by the Library Development Bureau of the New Jersey State Library is provided for the following funding categories: (1) New Jersey state library aid, including per capita aid, incentive grants, area libraries, research libraries, and administration and continuing education; (2) New Jersey state network aid; (3) New Jersey library development aid; and (4) federal library aid provided under the Library Services and Construction Act (LSCA) P.L. 98-480 (as amended), including a listing of the LSCA Advisory Council and brief summaries of programs funded through Title I--Public Library Services, Title II--Public Library Construction, and Title III--Interlibrary Cooperation. Listings of the members of the New Jersey State Board of Education and the Advisory Council of the Division of the State Library are also provided. (KM)

ED 288 548
IR 052 215

Skekloff, Susan D.

Indiana University and Purdue University Regional Campus Libraries: A Preliminary Overview of Reference Services.

Indiana Univ.-Purdue Univ., Ft. Wayne, Ind.

PUB DATE- 87

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Libraries; Higher Education; *Library Instruction; Library Personnel; *Library Services; Library Surveys; *Online Searching; *Reference Services

IDENTIFIERS- *Indiana Univ Purdue Univ at Fort Wayne

This report describes a 1986 survey of procedures and priorities at Indiana University and Purdue University regional campus libraries designed to aid the librarians at the Walter E. Helmke Library at Indiana University-Purdue University, Fort Wayne, in re-evaluating various library procedures. Responses were received from nine of the 11 libraries to which the brief survey questionnaire was mailed. Survey questions focused on: (1) reference services, including total hours of reference service per week, number of full-time reference librarians, and reference questions answered over a one-year period; (2) computer searches, including when searches are performed, number of librarians performing searches, types of terminals, search subsidy policies, cancellation of print indexes available online, and total number of searches performed during the past year; and (3) library instruction, including number of orientation and bibliographic instruction sessions held during the past year, grading procedures, and recordkeeping. Four miscellaneous questions addressed circulation, lost book replacement expenditures and ordering, and educational leaves for clerical staff. It is concluded that shared solutions to regional campus library problems may result in better service to the unique group of patrons the libraries are designed to serve. The survey questionnaire is appended. (KM)

Brandhorst, Ted, Ed.

ERIC Administrative Bulletin (EAB), 1976-1987.

ERIC Processing and Reference Facility, Bethesda, Md.

SPONS. AGENCY- Educational Resources Information Center (ED),

Washington, DC.

PUB DATE- 87

NOTE- 4,212p.; Succeeds "ERIC Management Notes." The EAB is issued monthly or bi-monthly, depending on available material. This compilation includes issues published during the 12-year period 1976-1987.

CONTRACT- 300-87-0004

LANGUAGE- English

EDRS Price - MF40/PC169 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Information

Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - General (130)

DESCRIPTORS- *Clearinghouses; *Databases; Information Dissemination; Information Services; *Information Systems; Newsletters

IDENTIFIERS- *ERIC

The ERIC Administrative Bulletin (EAB) is the internal "house organ" of the Educational Resources Information Center (ERIC), the nationwide bibliographic information system covering the educational literature. ERIC is sponsored by the Office of Educational Research and Improvement (OERI) within the U.S. Department of Education. The EAB is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by the ERIC Clearinghouses and other components of the ERIC system. The EAB is issued every month or two, depending on the volume of material available. All EAB articles are reviewed and approved by Central ERIC before publication. The EAB is distributed solely within the ERIC system (approximately 20 contractors) and is intended as an internal newsletter or journal of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, "ERIC Processing Manual" revisions, etc.). Current major categories for announcements are: Action Items; Network News; Personnel; Clearinghouse Publications; Meetings Participated In. All new forms and all major reports commonly are included as Attachments to EAB issues. This compilation consists of 116 issues of the EAB, extending from July 1976 through December 1987, a period of 12 years. (WTB)

Anderson, Ernest F.; Polillo, Patricia J.
Two-Year Comparison of Transfer and Native Student Progress,
University of Illinois at Urbana-Champaign, Fall 1984 Group.
Research Memorandum 87-5.

Illinois Univ., Urbana. Office of School and Coll. Relations.

PUB DATE- Aug 87

NOTE- 82p.; For previous reports in this series, see ED 261 742-743.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; Academic Persistence; *College
Students; *College Transfer Students; Comparative Analysis; *Grade
Point Average; Higher Education; State Universities; *Two Year
College Students

IDENTIFIERS- *Nontransfer Students; *University of Illinois Urbana
Champaign

A study was conducted at the University of Illinois at Urbana-Champaign (UIUC) to compare the academic progress of two-year college transfers, senior college transfers, and continuing juniors (natives) at UIUC as measured by mean grade point average (GPA), academic status, and continued enrollment through 2 years after transfer. Study findings, based on data of 835 community college transfers, 540 four-year college transfers, and 4,588 native students, included the following: (1) 2 years after transfer, approximately 38% of the community college transfers and 39% of the four-year transfers had graduated, as had 58% of the native juniors; (2) retention rates were 91% for native juniors, 83% for four-year college transfers, and 82% for community college transfers; (3) two- and four-year college transfer students had similar pre-transfer GPAs (4.28 and 4.20), while native juniors had an accumulated lower division GPA of 3.98; (4) both two- and four-year college transfer groups experienced a first-term drop in mean GPA, with the two-year group dropping .61 and the four-year dropping .32; (5) in the fourth semester of study, the community college transfers still enrolled had achieved a mean GPA of 3.93, while the four-year transfers and native students achieved GPA's of 4.04 and 4.05, respectively; (6) 2 years after transfer, 8% of the two-year college group and 4% of the four-year college group had been dropped and had not reenrolled; and (7) native juniors, four-year college transfers, and community college transfers ranked in descending order, respectively, on mean GPA in almost all of the 12 subject areas studied during the 2-year period. (UCM)

Beaver, Nancy H.

Somebody Cares: Eight Model Child-Care Programs for School-Age Children in Texas.

Corporate Child Development Fund for Texas, Austin.

SPONS. AGENCY- Texas State Dept. of Community Affairs, Austin.;
United Way of Texas, Austin.

PUB DATE- Sep 87

NOTE- 57p.; Photographs will not reproduce well.

AVAILABLE FROM- Corporate Child Development Fund for Texas, 4029
Capital of Texas Highway South, Suite 102, Austin, TX 78704-7920
(free of charge).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Day Care Centers; *Family Day Care; Financial Support;
Guidelines; *Learning Centers (Classroom); *Models; Program
Descriptions; Program Implementation; *Recreational Programs;
*School Age Day Care

IDENTIFIERS- *Texas

Described are eight child care programs for school-aged children in Texas which are thought to be models worth emulating. Five programs are licensed day care centers, one is a registered family day care home, and the remaining two are unlicensed recreation programs. All programs used interest centers to organize materials and activities. While no attempt was made to compare the eight programs, common interest areas included construction, books, arts and crafts, music, quiet games and manipulatives, and dramatic play areas. The handbook uses the same format to describe each program. Information is provided in nine sections, the headings of which are derived from the National Academy of Early Childhood Programs' criteria for accrediting early childhood programs: (1) staff/child interactions; (2) curriculum; (3) staff/parent interactions; (4) staff qualifications and development; (5) administration; (6) physical environment; (7) health and safety; (8) nutrition and food service; and (9) evaluation. Described programs meet many of the criteria, but may not meet them all. Concluding remarks offer tips for program implementation, and provide information about the Corporate Child Development Fund for Texas and United Way of Texas' Child Care Working Group. Checklists and other materials are provided by several of the programs. (RH)

Bradley, Doug
Revitalizing Rural America: A Cooperative Extension System Response.
Wisconsin Univ., Madison, Univ. Extension.

SPONS. AGENCY- Extension Service (DOA), Washington, D.C.

PUB DATE- Nov 86

NOTE- 47p.; Prepared for the Extension Committee on Organization and Policy.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Community Change; Community Development; Economic Climate; *Economic Development; Economic Factors; Employment Opportunities; Entrepreneurship; *Extension Education; *Program Development; Role of Education; Rural Areas; *Rural Development; Rural Economics

IDENTIFIERS- *Cooperative Extension Service; Economic Revitalization; Farm Crisis; Income Improvement; International Business; Leadership Effectiveness; Resource Management; *Revitalizing Rural America Program

The survival of rural American farms and communities is dependent upon expansion of income and employment opportunities in rural areas. Recognizing the growing challenge for local leaders and the contribution that educational assistance can make, the Cooperative Extension System has identified Revitalizing Rural America as a priority program for FY 1988-91. This publication analyzes the current situation in rural America and proposes a response to assist in its revitalization. It considers a number of urgent realities generated by changes in the United States and world economies, population shifts, structural changes in agriculture and other natural resource industries, and adjustments in the industrial economy. Among these realities are that hard work and successful manipulation of natural resources do not guarantee economic success; control over local destiny has been diminished; rural areas are more dependent on volunteer leadership; service demands on local governments are growing as revenues diminish; and human/financial capital are flowing out of many rural areas. Coming to grips with these and other changes presents challenges including maintaining/enhancing competitiveness of farms and rural businesses; diversifying rural economic bases; finding alternative uses for rural resources; easing the transition for farm families and youth; providing technical/educational assistance to local governments; helping communities identify/implement policy options to increase jobs and income; and assisting with conservation/management of natural resources. (NEC)

Barabe, Rosemeri; And Others

PATHWAYS: An Adult Basic Education Reading Skills Workbook, Level I.

Teacher's Guide.

Affiliation of Arizona Indian Centers, Inc., Phoenix.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED),
Washington, DC. Indian Education Programs.

PUB DATE- 87

NOTE- 33p.; For related documents, see ED 254 362 and RC 016 483-493.

GRANT- G008420037; G008610079

AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721
North Central Avenue, Suite 814, Phoenix, AZ 85004 (\$4.95 plus
shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; Adult Reading Programs;
Alphabetizing Skills; *American Indian Education; *Course Content;
Course Objectives; Reading Comprehension; Reading Instruction;
*Reading Skills; Relevance (Education); Sequential Approach;
Supplementary Reading Materials; Teaching Guides; *Teaching
Methods; Units of Study; *Vocabulary Skills; Word Study Skills;
Writing Instruction; Writing Skills

IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum

Developed to facilitate the teaching/learning process, this guide corresponds to the Adult Basic Education (ABE) Reading Skills Workbook Level I, and may be used as an answer book, as well as a reference manual. It contains concise explanations of the various skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials (with specific pages cited) that may be used to supplement the materials. The guide covers three units: word analysis (consonants, vowels and diphthongs, prefixes and suffixes, and alphabetizing); vocabulary (sight word vocabulary and compound words); and comprehension (following directions, sequencing in narration, finding the main idea, and drawing conclusions). Unit post-tests are also given, as well as a preface to the teachers and a brief summary of what is to be found in the reading and writing workbooks, and how they are organized. (JMM)

Saul, Wendy; Newman, Alan R.

Science Fare: An Illustrated Guide and Catalog of Toys, Books, and Activities for Kids.

REPORT NO.- ISBN-0-06-091218-2

PUB DATE- 86

NOTE- 213p.

AVAILABLE FROM- Harper & Row, Publishers, Inc., 10 East 53rd St., New York, NY 10022 (ISBN-0-06-181757-0--Hardcover, \$27.95; ISBN-0-06-091218-9--Paperback, \$14.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Astronomy; Computer Assisted Instruction; Courseware; Electronics; Elementary Education; *Elementary School Science; *Experiential Learning; Field Trips; Home Study; Inquiry; Museums; Outdoor Education; Questioning Techniques; *Science Activities; Science and Society; Science Education; *Science Experiments; Science Fairs; *Science Instruction; *Science Materials

This book addresses some of the methods by which science can be made accessible to children, both in school and non-school settings. It contains information on effective science education for elementary school age children, and includes a catalog of books and other materials. Topics discussed in the book include: (1) planning; (2) approaches to science education; (3) encouraging inquiry and understanding; (4) answering questions; (5) community resources; (6) school science fairs and competitions; (7) science and children's literature; (8) getting started with science; (9) where to purchase science materials; (10) general science; (11) biology in the out-of-doors; (12) magnifiers and microscopes; (13) experimental thinking in biology; (14) earth science and paleontology; (15) chemistry sets; (16) physics and weather; (17) astronomy; (18) electronics; (19) using computers in teaching science; and (20) building and engineering. Included is an index and an introduction written by Isaac Asimov entitled "Science and Children." (TW)

ED 288 716
SE 048 728

Carter, Constance, Comp.
Space Science Projects. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for
Science and Technology.

REPORT NO.- TB-86-7

PUB DATE- Sep 86

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Astronomy; Books; Citations (References); *Elementary
School Science; Elementary Secondary Education; Periodicals;
*Reference Materials; Science Activities; Science Education;
Science Experiments; Science Materials; Science Teachers;
*Secondary School Science; Space Exploration; *Space Sciences;
*Student Projects; Textbooks

This guide to the literature on space science projects is not necessarily intended to be a comprehensive bibliography. It is designed to provide the reader with a set of resources that can be used to focus on the topic. The document lists the subject headings used by the Library of Congress in cataloging information on space science projects. It also contains citations of materials categorized as: (1) brief introductions; (2) basic texts; (3) additional titles; (4) handbooks and encyclopedias; (5) other bibliographies; (6) conference proceedings; (7) government publications; (8) abstracting and indexing services; (9) journal articles; (10) technical reports; and (11) additional sources of information. (TW)

ED 288 732
SE 048 744

National Science Foundation Fiscal Year 1986 Awards (by State and NSF Directorate).
National Science Foundation, Washington, D.C.

REPORT NO.- NSF-87-18

PUB DATE- 87

NOTE- 305p.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *College Science; Elementary School Science; Elementary Secondary Education; Engineering Education; *Federal Aid; Higher Education; Research and Development; *Research Projects; *Research Universities; Science Education; *Scientific Research; *Secondary School Science; Teacher Education

IDENTIFIERS- *National Science Foundation

Provided is a listing of National Science Foundation (NSF) program grants and contracts awarded in Fiscal Year 1986. Data, current as of February 13, 1987, are arranged as follows: (1) by state, with totals for each state (foreign countries are alphabetized with states); (2) by NSF Directorate, with award and dollar totals for each NSF Directorate; and (3) by institution/organization, Congressional District (CD), and NSF division/office. The following NSF Directorates are included in the tabular data: Mathematical and Physical Sciences (MPS), Scientific, Technological, and International Affairs (STIA), Computer and Information Science and Engineering (CISE), Geosciences (GEO), Engineering (ENG), Biological, Behavioral, and Social Sciences (BBS), Science and Engineering Education (SEE), and Administration. The acronyms for each of the Directorate's offices and divisions are also delineated. (TW)

ED 288 574
JC 870 246

Bilson, Barbara, Ed.; Woodruff, Bert, Ed.
Inside English: Journal of the English Council of California Two-Year
Colleges; Vol. XII, Nos. 1-4, October 1982, 1984, December 1984,
March 1985, and May 1985.

English Council of the California Two-Year Colleges.

PUB DATE- 85

NOTE- 45p.; This journal is printed in oversize form (11.5 x 14.5).

All pages have been photographically reduced by ERIC to standard
size (8.5 x 11) before microfiching. For the complete archival
compilation of volumes 1-13 of "Inside English," see ED 272 238.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; *College English; Community Colleges;
*Computer Assisted Instruction; Critical Thinking; English (Second
Language); *English Instruction; Grading; Grammar; Instructional
Films; Literature; Program Effectiveness; *Remedial Instruction;
Student Placement; Teacher Student Relationship; Teacher Workshops;
*Teaching Methods; Two Year Colleges; Word Processing; *Writing
(Composition); Writing Exercises; Writing Laboratories; Writing
Processes; Writing Skills

Designed primarily for English faculty at two-year colleges in
California, "Inside English" includes articles on instructional
innovations in teaching remedial writing, literature courses, and
freshman composition, and on major curricular, administrative, and
employment issues in the field. The four issues of volume 12
include the following feature articles: (1) "Computers in the
English Program," by John Lovas; (2) "Computers in the Writing Lab:
The Wonder of WANDAH," by Nancy Hight; (3) "Computers in the
English 1A Class: Innovation at Foothill College," by Jacquelyn B.
Carr; (4) "The Computer and Freshman Composition: Revising and
Editing Simplified," by Susan Petit; (5) "That First Day of School:
American Literature and Literacy in Romania," by Janyth
Fredrickson; (6) "Shakespeare's New Boards. Welcome to the Globe:
LRC (Learning Resources Center) 112," by Bruce Anders; (7)
"Literature and TV: A Powerful Alliance," by Lloyd Thomas; (8)
"Butte College Study: Measuring the Effect of Developmental
Writing," by George R. Boggs; (9) "The Students' Right to Respond:
On Watching Conventions and Olympics," by Marlene Griffith; (9)
"What I Did When...Excusing the Inexcusable," by Gary Budd; (10)
"I'm No Clown...I Have a Syllabus.' Working the Room," by Douglas
Lane; (11) "Remedial English: Revisited and Recreated," by Jo An
Simmons; (12) "Adaptations of Hirsch's Grading Scale: Evaluations
That Encourage Learning," by Donald C. Barnett, James A.
Goldsberry, and John C. Lovas; (13) "The Elegant Double Negative:
Not Entirely Unappealing," by Kay Haugaard; (14) "Composition and
Critical Thinking. On Reasonable Writing: A Tranquil Approach," by
Don K. Pierstorff; and (15) "Writer to Writer: Strategies for
Marking Student Papers," by Betty Coon. (AYC)

ED 288 601

PS 016 093

The Even Start Act--H.R. 2535. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (November 20, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86

NOTE- 38p.; Serial No. 99-82.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adult Basic Education; *Adults; Early Childhood Education; Educational Innovation; Federal Legislation; Hearings; *High Risk Persons; *Literacy Education; Pilot Projects; Program Descriptions; *Reading Readiness; *Young Children

IDENTIFIERS- Congress 99th; Education Consolidation and Improvement Act 1981

This report of a hearing presents testimony on H.R. 2535, the School Excellence and Reform Act, also cited as the "Even Start Act," a bill aiming to combine into a single educational program adult basic education for parents and school readiness training for children at risk. The specific intent of the legislation was to establish a pilot program to develop methods enabling adult participants in literacy programs to acquire the skills to facilitate reading readiness among their Chapter 1 eligible preschool children. This report provides the text of the Act, a statement by Senator John H. Chafee of Rhode Island, statements of four witnesses, and the prepared statements of the National Education Association and of two of the witnesses. Testimony describes the Senate version of the bill, addresses professional issues outlined in the bill, criticizes funding provisions of the Act, describes experiences of a Pennsylvania program similar to that envisioned by the Act, and provides a professional educator's assessment of the value of the proposed legislation. (RH)

Observations were made of the incidence of pointing behavior among infants differing in age when a radio-controlled truck entered the room in which mother and infant were seated. Infants' reactions over 5 to 6 minutes were recorded on videotape. Recordings were analyzed to establish the incidence of pointing, handedness of pointing, whether pointing occurred when the object was moving or stationary, the incidence of concurrent vocalizations, and whether pointing occurred when the truck was near the infant or further away. Subjects were 38 infants who were 6-10, 11-16, or 18-21 months of age. Findings indicated that index finger pointing was evident as early as 8.75 months; by 14 months it was accompanied by extensive vocalization and visual monitoring of parent and the truck. Pointing was most likely to occur when the truck was in "near" space and stationary. It is concluded that pointing may be differentiated from reaching as soon as it can be observed; pointing may involve processes of "focal" attention, and its expression may depend on cognitive developmental changes which allow a pre-existing, conjoint visual-tactile inspection process to be applied to objects out of reach. (RH)

ED 288 616
PS 016 930

Declining Federal Health and Safety Standards: Child Health. Hearing before the Subcommittee on Investment, Jobs, and Prices of the Joint Economic Committee, Congress of the United States, Ninety-Ninth Congress, Second Session.

Joint Economic Committee, Washington, D.C.

REPORT NO.- Senate-Hrg-99-1086

PUB DATE- 4 Aug 86

NOTE- 159p.; Photographs will not reproduce clearly.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-022-41-4, \$4.50).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; Children; *Federal Government; Financial Support; Government Role; Health; High Risk Persons; Immunization Programs; Nutrition; Prevention; Research; *Standards

IDENTIFIERS- *Child Health

Third in a series of hearings on the status of Federal health and safety standards and the social and economic implications of lowering or relaxing them, this hearing investigated issues of child health. The hearings were prompted by concern that existing health and safety standards were being undermined by irresponsible budget cuts, in some cases sweeping arbitrary deregulation, and the complex interplay between the two. Testimony includes the personal views of Dr. Albert B. Sabin about child health issues, the Children's Defense Fund's positions regarding child health programs and standards, concerns of pediatricians about immunizations and nutrition, national and Maryland perspectives on health and other indicators of risk and the Federal food program, remarks on major areas of morbidity and mortality during adolescence which require

significant resources and further understanding, academic researchers' attitudes concerning Federal funding of research, long-term consequences of reduced Federal commitment to child health programs, and an advocate pediatrician's views on child health and safety and the effects of cutbacks in research funding. In addition to prepared statements, submissions for the record include an article on preventive health care for children by Senator Dale Bumpers and a report of the Ad Hoc Group for Medical Research Funding. Tables and figures are included. (RH)

time in family settings; and (12) the emergence of microcomputers as learning devices in home, museum, library, and other settings. (RH)

ED 288 631

PS 016 967

Mandl, Pierre-E., Ed.

Progress Review of the Child Survival and Development Revolution 1983-1986. Assignment Children, Policy Review 1987-1.

United Nations Children's Fund, New York, N.Y.

PUB DATE- 87

NOTE- 52p.; For related document, see PS 016 968.

AVAILABLE FROM- Assignment Children, UNICEF Programme Division, UNICEF, UNICEF House, 3 United Nations Plaza, New York, NY 10017 (\$3.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Children; *Developing Nations; Futures (of Society); Global Approach; Health Services; *National Programs; *Primary Health Care; Program Descriptions; *Program Development

IDENTIFIERS- *Child Survival and Development Revolution; Program Review; Progress

The progress of the child survival and development revolution (CSDR) from 1983 through 1986 is reviewed. The concept of the CSDR was first proposed in 1982 as a response to the need for low-cost, high-impact child health care measures during the global recession of the early 1980s. The report begins with a brief description of the relevance of the CSDR approach as an alternative cost-effective means of preserving child health and promoting child development. Chapter I provides an overview of the development of the CSDR interventions as part of the basic services strategy and primary health care. Chapter II describes the contributions of CSDR to the generation of political will, social mobilization, the establishment of program linkages, and increased international cooperation on behalf of children. The major components of CSDR are detailed and their experiences are analyzed in chapter III. Chapter IV covers future trends. Tables and figures are included. (RH)

ED 288 687
RC 016 495

Mathews, Anne J.; And Others

Library Programs: Library Services for Indian Tribes and Hawaiian Natives Program. Abstracts of Funded Projects, 1986.

Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- LP-87-405

PUB DATE- Sep 87

NOTE- 46p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- American Indian Education; *American Indians; Awards; Community Involvement; Eligibility; Federal Aid; Federal Programs; Financial Support; Government Role; *Grants; *Hawaiians; Librarians; *Libraries; Library Instruction; Library Materials; *Library Services; Outreach Programs; *Program Improvement; Staff Development; Tribes

IDENTIFIERS- Hawaii; *Library Services and Construction Act Title IV

Information is provided on the funding of grant programs for the Library Services and Construction Act (LSCA) Title IV (Library Services for Indian Tribes and Hawaiian Natives) for fiscal year (FY) 1986. These grants have enabled Indian tribes and Hawaiian natives to improve their public library services through a number of authorized activities, including training of library personnel, purchase of library materials, and the construction and renovation of library facilities. The amount of funding is an established percentage of the annual appropriations for LSCA I, II, and III. In FY86, 1.5% was set aside for Indian tribes and 0.5% for Hawaiian Natives for a total of \$2,211,000.00. This booklet describes the 185 Basic Grant awards (including joint awards) totalling \$606,177.00; the 17 Special Projects awards (made with funds remaining after the Basic Grants are awarded) totalling \$1,052,073.00; and the single Basic Grant for Hawaiian Natives of \$552,750.00 (made to the only organization recognized as eligible by the Governor of Hawaii). For each grant, information is given on the grantee, the grant's focus, names of librarian and project director, amount of funding, project period, and a brief description. A summary of Basic Grants for FY86 is appended, showing breakdown by activity and state. (JMM)

ED 288 355
FL 016 987

Karski, Joan Leonard

Bilingualism and Education in the United States: A Resource Guide.
PUB DATE- 29 Jun 87

NOTE- 50p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Audiovisual Aids; *Bilingual Education; *Bilingualism;
Databases; *Federal Legislation; *Government Publications;
*Information Services; *Information Sources; Organizations
(Groups); Resource Materials

IDENTIFIERS- *New York

The guide is intended to introduce education professionals and interested groups to government resources and provide strategies for obtaining information on bilingualism and education in the United States. It consists primarily of annotated listings of federal government publications, but also includes some state and international resources. An introductory section gives information on how to use the guide and background information about bilingual education and related terminology. The resource listings are presented in these categories: legislative sources (congressional committee, bills and laws of Congress, and General Accounting Office documents), executive sources (President, Code of Federal Regulations, and departments and agencies), New York State documents, international sources, journals, on-line databases, audiovisual materials, and selected references. Suggested terms for index searching are listed. Appended materials include the text of

the Bilingual Education Act; addresses of evaluation, dissemination, and assessment centers; an excerpt from an encyclopedia of governmental advisory organizations; other resource organizations; and sources of related bibliographies. (MSE)

Moerk, Ernest L.; Vilaseca, Rosa M.

Time-Binding in Mother-Child Interactions: The Morphemes for Future and Past.

PUB DATE- Apr 87

NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 26; see FL 017 001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; *Child Language; Cognitive Processes; English; Interaction; *Language Acquisition; Learning Processes; Morphemes; *Mothers; *Parent Child Relationship; *Parent Influence; *Time Perspective; Word Frequency

IDENTIFIERS- Error Correction (Language)

A study examined the teaching and learning processes in the mother-child interaction that lead to the child's acquisition of the English morphemes for future and past. Data were drawn from transcripts of a mother and daughter's interaction during a period of active acquisition, age 22 to 27 months. Longitudinal microanalytic and macroanalytic methods were combined to study immediate cause-effect relationships, more extended learning periods, and long-term incremental processes that led to performance improvements. Patterns were found in the frequency of future and past morpheme use, context of morpheme use, feedback to spontaneous utterances, progress from restricted formula to generalized use of morphemes, and interaction types (imitative, cued, and spontaneous) involving temporal morphemes. (MSE)

ED 288 403
FL 017 043

Mazze, Claudia A.

The Assignment of Sentence Accent and Contrastive Stress by Two
28-Month-Old Twins.

PUB DATE- Aug 86

NOTE- 10p.; In: Papers and Reports on Child Language Development,
Volume 25, August 1986; see FL 017 037.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Language; Classification; Discourse Analysis;
*Intonation; *Language Acquisition; Language Processing; Language
Research; Linguistic Theory; Pragmatics; *Semantics; Speech Acts;
*Stress (Phonology); Syntax; Toddlers; Twins

IDENTIFIERS- Pitch (Language)

A study investigated whether young children use sentence accent to mark new information as systematically as they have been shown to handle contrastive stress within naturally-occurring discourse. Data were drawn from the spontaneous conversations of a boy-and-girl twin pair with adults. The twins' speech was coded in carefully-defined categories in an effort to overcome methodological problems. The findings suggest that by this age, the two children had made an important connection between their prosodic and pragmatic systems, using sentence accent to mark the distinction between old and new information in an appropriate way more than 85 percent of the time, and using contrastive stress appropriately over 90 percent of the time. The children's use of

self-correction corroborated these conclusions. (MSE)

Zimbelman, Joel

The Ph.D. as Business Manager: Myths and Realities of Education and Leadership.

PUB DATE- Oct 86

NOTE- 10p.; Paper presented at the Annual Meeting of the Society of Educators and Scholars (11th, Louisville, KY, October 10-11, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Education; *Administrator Selection; *Business; *Doctoral Degrees; *Education Work Relationship; Higher Education; Industry; Leadership Qualities; *Liberal Arts; Management Development

Reasons that businesses might wish to hire Ph.D.s from the traditional liberal arts disciplines are identified. Ph.D.s from the liberal arts disciplines are able to provide a number of strong management skills and their education prepares them to succeed in the difficult and often changing business environment. Four theses are elaborated: (1) individuals who have completed Ph.D.s in liberal arts disciplines possess a number of attributes whose strength and usefulness to the nonacademic sectors of society have either been underestimated or ignored; (2) the results of graduate humanities and social science education are comparable to programs in management and business administration; (3) the ability to place academics in nonacademic careers need not undermine the autonomy and integrity of the liberal arts in particular, or higher education in general; and (4) the movement of Ph.D.s into business,

government, and non-for-profit sectors will enhance greater pluralism in these settings, and sustain democratic institutions. Problems that may hinder a Ph.D.'s success at management include: working as part of a team, relinquishing ownership of the products of their work, and the value generally placed on assertiveness in the business world. (SM)

ED 288 490
IR 012 881

Falkenhainer, Brian; And Others

The Structure-Mapping Engine: Algorithm and Examples.

Illinois Univ., Urbana. Dept. of Computer Science.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

REPORT NO.- UILU-ENG-87-1748; UIUCDCS-R-87-1361

PUB DATE- Jul 87

NOTE- 69p.; For related document, see ED 277 544.

CONTRACT- N00014-85-K-0559

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Algorithms; *Artificial Intelligence; Cognitive Processes; *Cognitive Structures; *Computer Software; Epistemology; *Learning Theories; Logical Thinking; Models; Sciences; Simulation IDENTIFIERS- *Analogies; *Structure Mapping Engine

This description of the Structure-Mapping Engine (SME), a flexible, cognitive simulation program for studying analogical processing which is based on Gentner's Structure-Mapping theory of analogy, points out that the SME provides a "tool kit" for constructing matching algorithms consistent with this theory. This report provides: (1) a review of the Structure-Mapping Theory; (2) a description of the design of the engine, including representation conventions, an overview of the computations performed by the algorithm, and analyses of these computations; (3) examples of the application of the SME to various analogies, including the Rutherford Atom Analogy, the PHINEAS system for discovering heat flow, and in modelling human analogical processing; (4) a comparison of the SME with other work in artificial intelligence and psychology; and (5) a discussion of the implications of the project and plans for future work in cognitive simulation and machine learning studies. Sixty-six references are listed and two appendices provide additional explanations of the three types of rule sets used by the SME and sample domain descriptions given to the SME for the described examples. (RP)

ED 288 717
SE 048 729

Collins, Jane, Comp.
Indoor Air Pollution. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for
Science and Technology.

REPORT NO.- TB-86-8

PUB DATE- Oct 86

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Air Pollution; Books; Buildings; Citations
(References); *Environmental Education; Environmental Standards;
Guides; Periodicals; *Reference Materials; Textbooks

IDENTIFIERS- *Built Environments

Numerous scientific investigations show that air inside office buildings and residences can be contaminated by a large variety of toxic contaminants, some in concentrations sufficient to adversely affect the health of those exposed. The internal building environment of new or recently remodeled buildings may be responsible for illnesses sometimes referred to as "tight building syndrome" or "sick building syndrome." This guide to the literature on indoor air pollution is not intended to be a comprehensive bibliography. It is designed to provide the reader with a set of resources that can be used to focus on the topic. The document lists the subject headings used by the Library of Congress in cataloging information on indoor air pollution. It also contains

citations of materials categorized as: (1) brief introductions; (2) basic texts; (3) additional titles; (4) handbooks and encyclopedias; (5) other bibliographies; (6) conference proceedings; (7) government publications; (8) abstracting and indexing services; (9) journal articles; (10) technical reports; and (11) additional sources of information. (TW)

ED 288 386
FL 017 026

Diadori, Pierangela
New Prospects in CALL.

PUB DATE- Apr 87

NOTE- 10p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Techniques; *Communicative Competence (Languages); Computer Assisted Instruction; *Courseware; *English (Second Language); *Media Selection; Second Language Instruction; Teacher Developed Materials

IDENTIFIERS- *Communicative Approach; *Computer Assisted Language Learning

A discussion of the usefulness of computer-assisted instruction in the second language classroom focuses on the value of teacher involvement in material development. It outlines an approach for the teacher to use in becoming familiar with existing courseware, describes the concept of authoring systems, defines commonly-used

strategies for computer-assisted language learning (CALL), and gives suggestions for developing CALL materials using the communicative approach, with illustrations. (MSE)

ED 288 433
HE 020 909

Murphy, Lawrence R.

The American University in Cairo: 1919-1987.

REPORT NO.- ISBN-977-424-156-8

PUB DATE- 87

NOTE- 288p.; Published by the American University in Cairo Press,
Cairo, Egypt.

AVAILABLE FROM- Columbia University Press, 562 West 113th Street, New
York, NY 10025 (\$25.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Historical Materials (060)

DESCRIPTORS- *Arabs; *Foreign Countries; Higher Education;

International Relations; *Private Colleges; *Satellite Facilities

IDENTIFIERS- *American University in Cairo (Egypt)

The history of The American University in Cairo, an accredited,
private liberal arts institution and the largest U.S. university
outside the United States, is presented. The majority of both
students and faculty are Egyptian, but the university community is
international with members from the Middle East, Europe, Asia,
Africa, and America. The language of instruction is English. Topics
include: expansion problems, cultural and religious differences,
strains in American-Egyptian relations in the 1950s and 1960s, and

teaching and learning in contemporary Egypt. Established 67 years
ago by a small band of American educators, the university has
ventured into new areas since the mid-1960s. The student body has
grown and admission has become increasingly selective. New programs
in business, computer science, and engineering complement the
continuing focus on liberal arts. Graduate study has increased in
importance and prestige. The growth of the university, expansion of
programs, and enhancement of quality accelerated during the 1980s
in an era of increasing good will between Americans and Egyptians.
Included are enrollment data and color photographs. (SW)

Matteoli, Thomas E.

"Yeshivawatch"--Year Eight. The Impact of Post-Yeshiva Decisions. City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

PUB DATE- Oct 87

NOTE- 10p.

AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010 (\$4.00; members, free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrator Responsibility; *Collective Bargaining; *College Faculty; *Court Litigation; Employment Practices;

Evaluation Criteria; Faculty College Relationship; Higher Education; *Personnel Policy; Private Colleges; Teacher Responsibility; Trend Analysis; *Unions

IDENTIFIERS- Fairleigh Dickinson University NJ; *National Labor Relations Board v Yeshiva Univ

The impact of the Supreme Court decision in National Labor Relations Board (NLRB) and Yeshiva University Faculty Association v. Yeshiva University is assessed. The thrust of the decision is explained and the most recent "Yeshiva" ruling at Fairleigh Dickinson University is discussed. Evaluative criteria used to determine the managerial status of a college's full-time faculty are identified under the broad categories of academic educational policy and academic personnel policy. In reaching decisions concerning the managerial status of college or university faculty, the NLRB seems to be taking two approaches. The first is fact-finding, in which the decisional areas listed in the Yeshiva decision and expanded upon by guidelines are applied. The second approach is quantitative and considers the percentage or degree of effective control exercised by the faculty. Data are provided to illustrate the extent of Yeshiva claims. Reasons that the Yeshiva decision has not affected the most unionized faculty are proposed, and implications of the decision for the future are considered. A chart is included that indicates the disposition of Yeshiva decisions for 1980-1987. (SW)

ED 288 505
IR 012 901

Eisenstadt, Marc; Brayshaw, Mike

An Integrated Textbook, Video, and Software Environment for Novice and Expert Prolog Programmers. Technical Report No. 23.

Open Univ., Milton Keynes, (England). Human Cognition Research Lab.
PUB DATE- Jun 87

NOTE- 22p.; Paper presented at the International Conference of the Prolog Education Group (2nd, Exeter, England, July 8-10, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)

DESCRIPTORS- Animation; Computer Software; *Expert Systems; Foreign Countries; Literature Reviews; *Man Machine Systems; *Models; *Programming; *Teaching Methods; Videotape Recordings

IDENTIFIERS- *PROLOG Programming Language

This paper describes a Prolog execution model which serves as the uniform basis of textbook material, video-based teaching material, and an advanced graphical user interface for Prolog programmers.

The model, based upon an augmented AND/OR tree representation of Prolog programs, uses an enriched "status box" in place of the traditional AND/OR tree node to show precise details of clause head/body processing and to deal correctly with the "cut." The purpose of this integrated environment is to address two hitherto unreconciled goals: (1) to provide a clear and consistent model of Prolog program execution for novices that can be used for teaching, exercises, and self-paced study; and (2) to provide an advanced graphical interface for logic programming that is usable by Prolog experts in real world application domains, and that provides no conceptual change from (1). The end result comprises a textbook/workbook combination which enables students to work through "paper-and-pencil" execution snapshots; video animation sequences showing detailed run-throughs of moderately complex Prolog programs; and a working graphical tracer/debugger currently running on Apollo workstations. Seventeen references are listed. (Author/RP)

ED 288 520
IR 012 923

Keller, John M.

Use of the ARCS Model of Motivation in Teacher Training. IDD&E
Working Paper No. 10.

Syracuse Univ., N.Y. School of Education.

PUB DATE- Mar 83

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Inservice Teacher Education; Instructional Design;

*Instructional Development; *Learning Strategies; *Models;

*Motivation; Program Evaluation; Teacher Behavior; *Teaching

Methods; Workshops

IDENTIFIERS- *ARCS Model

This paper presents the ARCS model, which is a research-based systematic design model that interfaces with typical instructional design and development models to improve the motivational appeal of instructional materials, of instructor behavior, and of the way in which lessons (or modules) and courses are designed. The description of the model, which provides strategies that a course designer or teacher can use to make instruction responsive to the interests and needs of learners, includes: (1) four major

conditions defined by the model that have to be met for people to become and remain motivated, i.e., Attention, Relevance, Confidence, and Satisfaction (ARCS); and (2) the three phases of using the model in an instructional development sequence, i.e., define, develop, and evaluate. The paper concludes with a discussion of two developmental tests of the ARCS model, which involved its presentation at teacher training workshops and evaluation of the results of the participants' subsequent applications of the model in their classrooms. Lists of 9 references and 13 additional IDD&E working papers are provided. (RP)

Harrington, Sue Anne; And Others
Report of the Criteria for Tenure, Promotion and Salary Increases
Review Committee.

Oklahoma Univ., Norman. Univ. Libraries.

PUB DATE- Jul 87

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General
(050) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Rank (Professional); *College Libraries;
*Evaluation Criteria; *Faculty Evaluation; Faculty Publishing;
Higher Education; *Librarians; Library Instruction; *Promotion
(Occupational); Research; *Tenure

IDENTIFIERS- *University of Oklahoma

Developed by the Criteria and Procedures for Tenure, Promotion and Salary Increases Review Committee of the University of Oklahoma Libraries, this document is the result of the committee's charge to review the current criteria for teaching, research, and service; consider strengthening the criteria; and recommend any changes that should be made. Following a brief preface, "Appendix A, Criteria

for Tenure, Promotion and Salary Increments for the Faculty of the University of Oklahoma Libraries" include: (1) Criteria for Tenure, including those for teaching, research or creative achievement, professional service, and university service; (2) Criteria for Appointment or Promotion to various ranks, including assistant professor, associate professor, and professor; (3) Criteria for Salary Increments; and (4) Evaluation of Faculty for Tenure, Promotion, and Salary Increments. In addition, "Guidelines for Research for the Faculty of the University of Oklahoma Libraries," a supplement to Appendix A developed to assist library faculty members in their research and publication efforts, discusses acceptable and unacceptable publications, documents, or presentations; rankings of media of dissemination; quantitative measures; and external measures. A 43-item bibliography is also provided. (KM)

ED 288 549
IR 052 216

Johnson, Phyllis; And Others

Report of the Database of Databases Task Force: A University Resource Directory.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Univ. Libraries.

PUB DATE- 21 Oct 87

NOTE- 31p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Libraries; Access to Information; *Cataloging;
College Planning; Computer Software; *Databases; *Directories;
Higher Education; *Information Dissemination; *Information Sources;
Online Catalogs; Questionnaires

IDENTIFIERS- MARC; *Virginia Polytechnic Inst and State Univ

This report explores the benefits of establishing a centralized automated university information directory of available resources and software. The report covers five areas: (1) it describes the need for a centralized information directory service; (2) it makes

recommendations for collecting information on resources and software in use or shareable by university faculty, staff, and students; (3) it recommends policies and procedures for initiating and maintaining a directory of information resources; (4) it explores the possibility of making such a directory active so that it not only provides information indicating the existence and location of a resource, but may also serve to electronically connect the user to the resource; and (5) it identifies areas for further study, acknowledges technical problems that remain to be resolved, and pinpoints policy and support issues that require the attention of the university administration. Appendices include a suggested questionnaire for collecting directory information, a suggested cover letter, a VTLS (Virginia Tech Library System) MARC (Machine Readable Cataloging) record input screen display, and a VTLS user screen display. (KM)

ED 288 647
PS 016 997

Gosling, Arthur W.

Extended Day Child Care: Understanding and Addressing the New Demographics.

PUB DATE- Feb 87

NOTE- 14p.; Paper presented at the Convention of the American Association of School Administrators (AASA) (New Orleans, LA, February 20-23, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *After School Programs; Children; Elementary Education; Employed Parents; *Extended School Day; Public Schools; *School Age Day Care; *School Community Programs

IDENTIFIERS- Virginia (Arlington)

This article describes a before- and after-school day care program

for elementary school children that has been operating in Arlington, Virginia since 1969. After a discussion of the need for child care before and after school hours, five areas of operation of the Extended Day Program in the Arlington Public Schools are considered: (1) funding; (2) time scheduling; (3) the structure of the program; (4) staffing; and (5) facilities. (PCB)

ED 288 675
RC 016 483

Barabe, Rosemeri; And Others

PATHWAYS: An Adult Basic Skills Reading Workbook, Level I.

Affiliation of Arizona Indian Centers, Inc., Phoenix.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED),
Washington, DC. Indian Education Programs.

PUB DATE- 87

NOTE- 96p.; For related documents, see ED 254 362 and RC 016 482-493.

GRANT- G008420037; G008610079

AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721
North Central Avenue, Suite 814, Phoenix, AZ 85004 (\$4.75 plus
shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Adult Basic Education; Adult Reading Programs;
Alphabetizing Skills; American Indian Culture; *American Indian
Education; American Indian Literature; Course Content; Course
Objectives; *Reading Comprehension; Reading Instruction; *Reading
Skills; *Relevance (Education); Sequential Approach; Tribes;
*Vocabulary Skills; Word Study Skills; Workbooks; Writing
Instruction; Writing Skills

IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United
States (Southwest)

Utilizing Southwestern Indian myths, legends, history, information
on religious beliefs, architecture, fine arts, and social
practices, the Adult Basic Education (ABE) Reading Skills workbook
presents well-researched information about the rich heritage of the
Indian culture of the Southwest, whilst offering a sequential,
systematic approach to adult learning. The lessons in the workbook,
which is divided into three units, are arranged so that each lesson
instructs a skill. An information presentation section is provided,
explaining the particular skill or concept to the student, and
giving examples. This is followed by exercises requiring the
application of the skill. The three units are: word analysis
(including vowels, consonants and diphthongs, prefixes and suffixes,
and alphabetizing); vocabulary (sight word vocabulary and compound
words); and, comprehension (following directions, sequencing in
narration, finding the main idea, and drawing conclusions). Tests
are provided to measure mastery of the skills, and as a means of
assessing progress. A glossary is appended. (JMM)

Botts, Lee; Krushelnicki, Bruce
The Great Lakes. An Environmental Atlas and Resource Book.
Brock Univ., St. Catharines (Ontario).; Environmental Protection
Agency, Chicago, Ill.; Environment Canada, Toronto (Ontario).;
Northwestern Univ., Evanston, Ill. Center for Urban Affairs.
REPORT NO.- ISBN-0-662-15189-5

PUB DATE- 87

NOTE- 98p.; Charts and graphs are multicolored and may not reproduce well. Larger wall map in cover pocket is not reproducible on microfiche, but its content is segmented and duplicated within document.

AVAILABLE FROM- Great Lakes National Program Office, U.S.
Environmental Protection Agency, 230 S. Dearborn St., Chicago, IL 60604 or Conservation and Protection, Ontario Region, Great Lakes
Environment Program, Environment Canada, 25 St. Clair Avenue East,
Toronto, Ontario, Canada M4T 1M2 (free while supply lasts).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Depleted Resources; *Ecological Factors; Ecology;
*Environmental Education; Environmental Standards; Foreign
Countries; Geology; Glossaries; *International Cooperation;
International Programs; Marine Biology; *Marine Education;
Oceanography; Quality of Life; *Science and Society; Science
Education; Water Pollution; Water Quality; *Water Resources

IDENTIFIERS- *Great Lakes

This atlas was developed jointly by the Canadian and American governments, and is intended to provide an ecosystem approach to the understanding of the Great Lakes Basin. Chapter one provides an introduction to both the natural and cultural aspects of the Great Lakes. Chapter two, "Natural Processes in the Great Lakes," describes such factors as geology, climate, the hydrological cycle, surface runoff, groundwater, wetlands, lake levels, lake processes (such as stratification and turnover), and living resources. Chapter three, "People and the Great Lakes," traces the earliest settlers that first began to fish, farm, and deforest the basin, and whose descendants spawned the massive urban and industrial growth of today. Chapter four explores the concerns many have about the Great Lakes today, including the effects of eutrophication, pathogens, toxics, biomagnification, and other polluting factors. Chapter five examines some of the ways that governments have sought to respond to many of the difficulties facing the lakes, and chapter six discusses some of the future scenarios of the Great Lakes. Included is a glossary, a metric conversion chart, references and suggestions for further reading, maps, figures, and factsheets. (TW)

Hutchinson, John, Ed.

New Jersey Technology Education Curriculum Project. Level 1:
Introduction to Technology Course.

New Jersey State Commission on Technology Education.

PUB DATE- 87

NOTE- 106p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *Course Content; *Course Descriptions; Instructional
Materials; Learning Modules; *Science Activities; *Science
Curriculum; Science Education; Science Instruction; *Secondary
School Science; Teaching Methods; *Technology

IDENTIFIERS- *New Jersey

This guide describes an introductory course on technology designed
for the secondary schools of New Jersey that was developed to
provide students with their first formal experience in a technology
program. Part 1 provides educators with a broad overview of the
course, as well as a detailed description of the course content.
The course consists of six instructional modules: an introductory
module plus five modules concerned with design/problem solving, the

history/evolution of technology, systems of technology, resources
of technology, and control technology. Each module provides the
teacher with: (1) a brief introduction to the module; (2) the
objectives of the module; (3) background information for the
teacher; (4) a technology perspective; and (5) teaching strategies
for meeting module objectives (including lessons and activities).
The appendices include a taxonomy of course content, additional
technology activities, an evaluation instrument for technology
activities, listings of recommended tools and supplies for an
introductory technology course and recommended materials for a
technology resource center, and a pre-post technology interest and
assessment instrument. (TW)

ED 288 419
HE 020 878

Horizons. A Guide to Postsecondary Education in Ontario, 1988/89.
Ontario Ministry of Colleges and Universities, Toronto.

PUB DATE- Mar 87

NOTE- 193p.

AVAILABLE FROM- Enquiries Unit, Ministry of Education, 15th Floor,
Mowat Block, Queen's Park, Toronto, Ontario M7A 1L2, Canada.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reference Materials - Directories/Catalogs
(132)

DESCRIPTORS- *Apprenticeships; *College Programs; Correspondence

Study; Degrees (Academic); Disabilities; Foreign Countries;
Institutional Characteristics; Older Adults; Postsecondary
Education; Program Descriptions; Skilled Occupations; Student
Costs; Student Financial Aid; *Technical Institutes; *Universities;
*Vocational Schools

IDENTIFIERS- Canada; *Ontario

A guide to postsecondary opportunities in Ontario (Canada) is presented to help students choose a course of study after completing secondary school. Information is presented on student costs and student financial aid and the Colleges of Applied Arts and Technology. Apprenticeship programs, diploma programs, and certificate programs are identified for each college. An index of programs is included. Profiles of each college provide enrollment data, program descriptions, and information on alternative learning opportunities. Additionally, an overview of apprenticeship programs and descriptions of specific trades are presented. General information on Ontario universities, a chart of study programs available at Ontario universities, and profiles of each institution are provided. The profiles include information on admission requirements, degrees offered, tuition and fees, financial assistance, and enrollments. Profiles are also provided on other postsecondary education institutions (e.g., chiropractic colleges, agricultural technology colleges, hospital programs, business institutes, and art colleges). Correspondence study programs, facilities for disabled students, native studies, private vocational schools, and study opportunities for senior citizens are covered. (SW)

ED 288 462
HE 020 962

Williams, Lawrence H.

Black Higher Education in Kentucky, 1879-1930. The History of Simmons University. Studies in American Religion, Volume 24.

REPORT NO.- ISBN-0-88946-668-8

PUB DATE- 87

NOTE- 280p.

AVAILABLE FROM- Edwin Mellen Press, Box 450, Lewiston, NY 14092 (List price, \$59.95; Series price, \$39.95 per volume).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Historical Materials (060)

DESCRIPTORS- *Black Colleges; *Black History; Black Leadership; *Church Related Colleges; Church Role; *Educational History; Financial Problems; Financial Support; Higher Education; Law Schools; Medical Schools; *Protestants; Racial Relations; Religious Organizations; Slavery

IDENTIFIERS- *Kentucky; *Simmons University KY

A cultural history of Simmons University from 1879 to 1930 is presented, based primarily on original records, including slave narratives, school annuals, denominational minutes, and newspapers. The account is also a cultural study of black Baptists, especially in their Kentucky denominational institution. This black-owned and controlled school of higher education had college, theological, law, and medical departments. Attention is directed to: the making of a black American Protestant civilization in light of slavery and Kentucky Baptists, the role of the General Association of Colored Baptists in Kentucky, the medical and law departments, black pride and autonomy versus white money and control, and the theology of the National Baptist Convention and black Kentucky Baptists. Issues include: the desire by black Baptists for a leadership role, the problem of paternalism and condescension, the minimal financial support received by Simmons University from the Northern and Southern Baptists and from philanthropic agencies, and the university's demise due largely to the Depression and lack of financial support from whites. (SW)

ED 288 563
JC 870 108

Vaughan, Elinor Folger
An Examination of Library Involvement in the Literacy Education

Programs of the North Carolina Community College System: A
Perceptual Analysis.

PUB DATE- 86

NOTE- 265p.; Ed.D. Dissertation, University of North Carolina.

AVAILABLE FROM- University Microfilms International, P.O. Box 1764,
Ann Arbor, MI 48106 (Order #87/8687).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160) Dissertations/Theses - Doctoral
Dissertations (041)

DESCRIPTORS- Adult Basic Education; *College Libraries; *Community
Colleges; *Illiteracy; Library Cooperation; *Library Role; *Library
Services; Library Surveys; *Literacy Education; State Surveys; Two
Year Colleges

IDENTIFIERS- *North Carolina

A study was conducted to explore the interrelationship of library and literacy education programs of the North Carolina Community College System (NCCCS), and to identify the nature of library involvement in the accomplishment of the literacy education mission of the 58-member organization of two-year institutions. Students enrolled in the colleges' Adult Basic Education (ABE) programs who were described as functionally illiterate were specified as the literacy education client group. Three-part surveys were sent to the library program director and director of the ABE programs of 57 of the institutions of the NCCCS, requesting general information on the functions administered through the library; the amount of illiteracy in the service area and the role of various institutions and agencies, including the college, in providing literacy training; and the role of library services in literacy education. Study findings, based on a 100% response rate, included the following: (1) a minimal level of library services was offered to literacy education students of the NCCCS, and most services that were offered were considered traditional library services that required minimum amounts of staff time to plan and implement; (2) the literacy and library program directors considered increased opportunities for communication important to the development of a closer working relationship; (3) functional illiteracy was perceived to be widespread in North Carolina, with literacy program directors exhibiting a heightened consciousness of the pervasiveness of the problem; and (4) the NCCCS was perceived to be the primary provider of literacy education in the state. The survey instrument is appended. (Author/LAL)

ED 288 588
JC 870 534

Mendoza, Jose; Samuels, Carl
Faculty Mentoring System for Minority Student Retention. Year End
Report, 1986-87 Educational Year.
Glendale Community Coll., Ariz.
PUB DATE- 3 Jun 87
NOTE- 38p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Advising; American Indians; Black Students;
Community Colleges; Hispanic Americans; *Mentors; *Minority Groups;

*School Holding Power; *Teacher Student Relationship; Two Year
Colleges; *Two Year College Students

The Minority Retention Program at Glendale (Arizona) Community College (GCC) recognizes that faculty members can serve as valuable resources to students. Faculty members involved in the program are encouraged to establish on-going contact with assigned minority students and act as personal counselors/mentors. Studies comparing mentored and unmentored minority students, examining the characteristics of financial aid applicants, and assessing the perceptions of faculty mentors and student participants revealed the following: (1) faculty mentoring of minority students had a positive impact on student retention; (2) targeting a specific minority student population made best use of the faculty resources; (3) the risk of attrition was greatest for new, first-time minority students who did not apply for financial aid, indicating that these students would most benefit from future mentoring/retention efforts; and (4) faculty mentors recommended that additional services be provided to minority students, such as community social services information, helping skills, program checklists, and financial aid orientation. The Minority Retention Program report includes information on outcomes expected from the projects, achievement and retention outcomes for mentored and unmentored students and for financial aid applicants, results of a survey of successful minority students conducted to determine attitudes and characteristics, a list of elements considered most important to program success, evaluation methods, results of follow-up studies of students and faculty, project cost information, a proposal for the expansion of the project, and survey instruments. (EJV)

Child Care--Supportive Services. Hearing on Examining the Role of Child Care as a Supportive Service To Ensure Access to Education, Job Training, and the Labor Market before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, First Session (Fort Lauderdale, Florida, December 2, 1985). Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-602

PUB DATE- 86

NOTE- 63p.; Some pages contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402-9315 (Stock No. 552-070-00282-1, \$2.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Access to Education; Costs; *Day Care; Early Childhood Education; Early Parenthood; *Employed Women; Employment; Federal Legislation; *Federal Programs; Financial Support; Job Training; Low Income Groups; Migrants; One Parent Family; *Program Effectiveness; *Social Services; State Programs

IDENTIFIERS- Aid to Families with Dependent Children; Congress 99th; Job Training Partnership Act 1982

Testimony was heard from two panels concerning: (1) child care as a supportive service designed to ensure parents' access to education, job training, and the labor market; and (2) the effectiveness of federal programs in administering to child care needs. Witnesses appearing in the first panel described (1) experience as a single parent; (2) experience as a displaced homemaker participating in a displaced homemaker program, (3) operations of a program unit of the national Displaced Homemakers' Network; (4) the value of the Job Training Partnership Act (JTPA), (5) the needs of programs serving the rural and migrant poor, who work mainly in the agricultural sector; and (6) child care funding needs in Florida, particularly those of teenage parents. Witnesses in the second panel (1) described the operation of a Florida community child care agency in regard to State and Federal programs; (2) argued that adequate child care is an economic productivity problem and inadequate child care is a major barrier to employment for the poor, economically depressed, and lower middle class; (3) discussed the impact of poverty and the demise of the extended family on single parent women and a method for helping these women become self-sufficient; and (4) described experiences of the Early Childhood Development Association in providing child care to parents served under the Refugee Resettlement Act. A magazine article overviews day care in the United States circa 1985 is appended. (RH)

ED 288 632

PS 016 968

McGuire, Judith S.; Austin, James E.

Beyond Survival: Children's Growth for National Development.

Assignment Children, 1987-2.

United Nations Children's Fund, New York, N.Y.

PUB DATE- 87

NOTE- 62p.; For related document, see PS 016 967.

AVAILABLE FROM- Assignment Children, UNICEF Programme Division,
UNICEF, UNICEF House, 3 United Nations Plaza, New York, NY 10017
(\$3.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Children; *Developing Nations; *Economic Development;
Global Approach; *Government Role; Health Services; Intervention;
*National Programs; *Primary Health Care; Program Development;
Public Policy; Research Needs

IDENTIFIERS- *Child Survival and Development Revolution

The primary purpose of this paper is to set forth the rationale for governments' undertaking of strategies that promote the growth of children. The rationale has three dimensions: economic, humanitarian, and political. The primary focus of this paper is on the economic arguments, although the main humanitarian and political arguments are also indicated. The economic rationale is threefold: improved child growth leads to a more productive adult work force, increases the return on the country's educational investment, and makes more efficient use of health care resources. Concerning programmatic action, the multiple etiology of growth retardation dictates that various types of growth promotion interventions are required. Six action areas are considered important: motivational campaigns, growth monitoring, food and income interventions, health interventions, child spacing, and child care. As intervention occurs, benefits will accrue from the research of growth-promoting and long-term effects of intervention programs; aspects of parental behavior such as family dynamics and decision making; and implementation experiences, including political mobilization, strategy formulation, program organization, and cost effectiveness. A reference list offers over 100 items. (RH)

ED 288 662
RC 016 445

Liegeois, Jean-Pierre
Gypsies and Travellers. Socio-Cultural Data, Socio-Political Data.
Dossiers for the Intercultural Training of Teachers.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- ISBN-92-871-0791-2

PUB DATE- 87

NOTE- 220p.

AVAILABLE FROM- Manhattan Publishing Company, 80 Brook St., P.O. Box
650, Croton, NY 10520 (\$23.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Cultural Background; Cultural Images; Cultural Traits;
Demography; Elementary Secondary Education; Ethnic Origins; Family
Life; Foreign Countries; Intercultural Communication; Life Style;
*Migrants; Minority Groups; Needs Assessment; *Nomads; *Political
Influences; Population Trends; Religion; School Role; Social Bias;
Social Discrimination; Social History; *Sociocultural Patterns;
Socioeconomic Background; Stereotypes; Teacher Education; Transient
Children

IDENTIFIERS- *Europe; *Gypsies; *Romanian

Written for the intercultural training of teachers, this document
deals with Gypsies and Travellers and their families, presenting
information under the broad headings of socio-cultural data and
socio-political data. Introductory material stresses the diversity
of Gypsy reality and the need for information to correct the
prejudices and stereotypes that lie behind what is done on their
behalf. Part I discusses the origins and dispersal of Gypsies;
provides information about population numbers, habitats, and names
given to Gypsies; characterizes the Romani language and its many
dialects; and summarizes social organization including marriage and
social control. Other topics are life style, art, religion,
travelling, economic organization, and the family. The
socio-political data provided in Part II include the status of
Gypsies and Travellers and their reception by local people and
authorities, the role of the school and social welfare agencies,
and the evolution of gypsy organizations. Appendices include a
basic bibliography of the most comprehensive and accessible works
plus addresses of organizations of Gypsies and Travellers. Also
included are a directory of collaborators from 18 countries and the
recommendations of the Council of Europe concerning the social
situation of nomads. (JHZ)

ED 288 688
RC 016 496

Annual Demographic Data for Migrant Family Housing Centers: 1986
Harvest Season.

California State Dept. of Housing and Community Development,
Sacramento.

PUB DATE- 87

NOTE- 15p.; For the 1985 report, see ED 280 629.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)

DESCRIPTORS- Demography; *Family Characteristics; Low Rent Housing;
Migrant Children; *Migrant Housing; Migrant Programs; *Migrant
Workers; *Migration Patterns; Residential Patterns; *Seasonal
Laborers; Tables (Data)

IDENTIFIERS- *California

California, largest employer of seasonal labor in the United States, employs an average of 119,600 seasonal farmworkers per year. Since 1966 the State Department of Housing and Community Development's Office of Migrant Services has contracted with local government agencies to provide decent/affordable housing for approximately 50,220 families (251,100 individuals). In 1986, 25 centers in 14 agricultural counties housed 2,384 migrant families during the 6-month harvest season from April through November. The 20th annual demographic data on migrant families who occupy these housing units indicated the typical 1986 migrant family consisted of 5 persons, with 2 parents between 18 and 44 years old, who had completed 4 to 6 years of school. The family had two or three children and possibly another relative living with them. Two household members worked in the field and two children attended day/infant care facilities or summer school. Approximately 39% of families migrated annually from as far away as Central Mexico (1,800 miles); 28% migrated from South Texas and the northern Mexican states of Coahuila, Nuevo Leon, and Chihuahua; and 27% came from the Yuma-El Centro-Mexicali area. An estimated 50% of the 2,384 families served stayed at the centers the entire 180-day occupancy period. (NEC)

Pollock, Karen E.; Schwartz, Richard G.
Phonological Perception of Early Words.

PUB DATE- Apr 87

NOTE- 9p.; In: Papers and Reports on Child Language Development,
Volume 26; see FL 017 001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attention Span; *Auditory Perception; *Child Language;
Comparative Analysis; Consonants; Infants; Language Acquisition;
Linguistic Theory; *Phonology; *Visual Perception; Visual Stimuli;
Vowels; *Word Recognition

A study consisting of two experiments attempted to further adapt the visual preference procedure for determining children's meaningful phonological perception. In the first experiment, 1-year-olds were presented with auditory stimuli (words) and screens containing paired color photographs of the object described by each word and of an unusual object for which the child had no label. Six different acoustic forms were created for each word: the citation form; the word with unreleased final consonant; deleted final consonant; deleted initial consonant; vowel replaced with another vowel; and the vowel produced alone. The children's looks to the right or left side of the screen were recorded. In the second experiment, the test was modified to increase the children's overall attention. In both tests, the children looked preferentially at one side of the screen on some of the experimental word forms but not on the control words. They responded preferentially when either one or both consonants were present, and for some words, the correct vowel was critical. In general, the results are consistent with views that children do not perceive words in complete, adult-like forms, but focus only on a few salient features of the adult target. As anticipated, much individual variation was found and research methods to reduce data variability are recommended. (MSE)

ED 288 404
FL 017 044

Mazuka, Reiko; And Others
Distinguishing Effects of Parameters in Early Syntax Acquisition: A
Cross-Linguistic Study of Japanese and English.

PUB DATE- Aug 86

NOTE- 11p.; In: Papers and Reports on Child Language Development,
Volume 25, August 1986; see FL 017 037.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Child Language; Comparative Analysis; Contrastive
Linguistics; *English; *Japanese; *Language Acquisition; Language
Processing; Language Research; Linguistic Theory; *Oral Language;
Phrase Structure; *Sentence Structure; *Syntax; Toddlers;
Uncommonly Taught Languages

A cross-linguistic comparison of syntax acquisition patterns
examined preferential subject omission in the naturally-occurring
speech of three Japanese toddlers from the Tokyo area and compared
the findings to data on English acquisition. Results indicate that
acquisition patterns of Japanese do not mirror those of English
with regard to this phenomenon, suggesting that the
English-speaking child's hypothesis concerning pro-drop
parameter-setting is not universal. An alternative explanation
concerning configurational, not-pro-drop, parameter-setting and
branching direction is proposed. (MSE)

Platten, Marvin R.; Barker, Bruce O.

Texas Tech University's "Models of Teaching" over Satellite: A Description and Evaluation of College Credit Coursework Delivered via the TI-IN Interactive Satellite Network. A Report Submitted to the Office of the Academic Vice President.

Texas Tech Univ., Lubbock. Coll. of Education.

PUB DATE- 10 Jun 87

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Research/Technical (143)

DESCRIPTORS- *Communications Satellites; Course Content; *Distance Education; Education Majors; Graduate Study; Higher Education; Questionnaires; Statistical Distributions; *Student Attitudes; Surveys; Teacher Education; Teaching Methods; *Telecourses

IDENTIFIERS- *Interactive Satellite Instruction; *Texas Tech University

The Texas Interactive Instructional Network (TI-IN), a private satellite system that provides one-way video and two-way audio communication, was used for a two-year pilot project which was conducted to determine if satellite instruction could be used successfully to share educational resources among institutions. Models of Teaching, a graduate course in education, was offered by Texas Tech University, and another graduate course was offered by the University of Houston, Clear Lake. This two-part report presents both a description of the process used at Texas Tech University and experiences from which lessons were learned while teaching the course, and the results of a survey of the 31 students who completed the course. Topics covered in the first section include the facilities and equipment used; planning for the course; characteristics of the students who enrolled in the course; the course content; the teaching methods used; and the challenges encountered and how they were met. In the spring of 1987, the 31 students who completed the course were sent a 36-item questionnaire designed to assess their opinions of the experience and how it could have been improved. Detailed analyses of the data from the 26 usable responses received and suggestions and observations for others contemplating teaching via satellite conclude this section of the report. Two tables displaying survey data are appended and three references are listed. (RP)

ED 288 536
IR 052 193

Hirshon, Arnold; And Others
ULS Joint Committee to Study Library Periodical Services. Final
Report.

Virginia Commonwealth Univ., Richmond.

PUB DATE- 30 Sep 86

NOTE- 80p.; For a summary of decisions based on this report, see IR
052 194.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *Academic Libraries; *Access to Information; Costs;
Higher Education; *Library Circulation; Library Facilities;
*Library Planning; Library Services; Library Surveys; *Periodicals;
Questionnaires; *Reprography

IDENTIFIERS- *Virginia Commonwealth University

Developed in response to issues raised about the circulation of
bound periodicals, the cost of photocopies, and the condition of
the photocopiers, this report of the Joint Committee to Study
Library Periodical Services at the Virginia Commonwealth University
libraries recommends goals for periodicals services for both
campuses of the university. Following a discussion of the
background of the report and the goals for periodicals services,
recommendations are presented for the following areas: (1)
photocopiers, including photocopy services, Vendacard, cost per
copy, and quality and number of photocopiers; (2) circulation of
bound periodicals, including linking, loan policies, and
tattle-tape; and (3) open access to current periodicals, including
location, construction, security of materials, and circulation
control. Six additional general observations are also presented,
and summaries of recommendations and proposed expenses are
provided. Appendices include the charge to the committee and issues
concerning access to periodicals; a 10-item bibliography; a
periodicals survey of the academic and medical libraries of eight

universities; cost comparisons of photocopier costs; and costs
related to bound and unbound periodicals, including costs on
linking, tattle-taping, etc., and renovation costs for open stacks.
(KM)

ED 288 575
JC 870 247

Bilson, Barbara, Ed.; Woodruff, Bert, Ed.

Inside English: Journal of the English Council of the California Two-Year Colleges; Vol. XIII, Nos. 1-4, October 1985, December 1985, March 1986, and May 1986.

English Council of the California Two-Year Colleges.

PUB DATE- 86

NOTE- 52p.; This journal is printed in oversize form (11.5 x 14.5).

All pages have been photographically reduced by ERIC to standard size (8.5 x 11) before microfiching. For the complete archival compilation of volumes 1-13 of "Inside English," see ED 272 238.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; *College English; Community Colleges; Computer Assisted Instruction; *Content Area Writing; English (Second Language); *English Instruction; Interdisciplinary Approach; Literature; Poetry; *Remedial Instruction; Student Placement; Student Recruitment; Student Writing Models; *Teaching Methods; Textbooks; Two Year Colleges; Writing (Composition); *Writing Exercises; Writing Processes; Writing Skills

IDENTIFIERS- *Writing Across the Curriculum; Writing Laboratories
Designed primarily for English faculty at two-year colleges in California, "Inside English" includes articles on instructional innovations in teaching remedial writing, literature courses, and freshman composition, and on major curricular, administrative, and employment issues in the field. The four issues of volume 13 include the following feature articles: (1) "Writing across the Curriculum: A Unique Value for Learning," by Nancy H. Nadeau; (2) "Blocking for Learning: Programs and Ideas," by Trish Geddes; (3) "Writing Across the Curriculum: Innovation at Los Medanos College," by Connie Missimer; (4) "Paired Composition/Content Courses: The Whole Is Greater than the Sum of Its Parts," by Melinda Barth; (5) "Literature Classes at the Community Colleges. Teaching Lit in the Eighties: Go with the Flow?" by Melinda Barth; (6) "Heart Attitudes and Head Notions: Cummings on Composition," by Jack Gill; (7) "'Stopping by Eyes': The Way to the Poem," by Chon Jiardi; (8) "Literature's Reward: Making Order Out of Chaos," by Joyce Lipkis; (9) "Laughter and Literacy: Shakespeare Stoops to Conquer," by Lloyd Thomas; (10) "To Reach the Community College Students: A Rationale for Literature in the Composition Class," by Sara M. Walters; (11) "California Community Colleges: A New Era of Renewal, Revival, and Renaissance," by Jonah Laroche; (12) "Literature in the Eighties: Literature as Part of Freshman Composition," by Arnold Solkov; (13) "Forty Years Later: Transfer and the English Placement Test," by Jack Gill; (14) "Teaching Literature in a Writing Class: A Workable Humanities Option OR Chasing Windmills?" by Ronald Hartwell; (15) "A Five-Step Plan: How to Sell Your Remedial Program," by Gloria Reid; (16) "Moving Beyond the Basics: On the Merits of Modeling,"

by Dyan Pike and Irene Menegas; (18) "Overall Teaching Plans: Methods, Textbooks, and Materials. Helping Students Achieve Writing Competence," by Cindy Hicks; (19) "Peer Tutors in the Community College," by Judy Markline; and (20) "The Writing Lab," by Barbara H. White-Wright. (AYC)

ED 288 356
FL 016 995

Castilleja, Janet
On the Writing of Bilingual Students.

PUB DATE- [87]

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Affective Behavior; Bilingualism; *Bilingual Students;
Dialects; *Disadvantaged; English for Academic Purposes; Ethnic
Bias; *Ethnic Groups; Group Membership; High Schools; Language
Attitudes; Self Esteem; *Spanish Speaking; Stereotypes; Teacher
Attitudes; *Writing (Composition); *Writing Skills

The writing problems of most Spanish-English bilinguals do not stem from their bilingualism per se, but are similar to those that inhibit other basic writers. The most serious is unfamiliarity with written, academic English. Students can rarely overcome this on their own. Most need intensive remedial and developmental instruction to be adequately prepared for college work. Hispanic students also share some problems with other poor, minority, nonmainstream students, including identification with a subculture that does not value traditional educational goals. These problems are compounded by the low self-esteem resulting from membership in a colonized, pariah minority group that speaks a devalued language. Many Hispanic children enter the American school system as monolingual and/or monocultural, and perceive the schools as alien and hostile. They receive conflicting messages from home, school, and their peer group, and are unable to respond well to even the best teachers. Lack of writing skill is therefore not usually caused by interference from Spanish, as is usually thought, and writing problems cannot be remediated through the use of second-language teaching techniques. (NSE)

ED 288 387
FL 017 027

Harlow, S. J., Ed.; Warner, A. R., Ed.

York Papers in Linguistics No. 12.

York Univ. (England). Dept. of Language and Linguistic Science.

PUB DATE- Nov 86

NOTE- 188p.; For individual papers, see FL 017 028-036.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Chinese; Communication Skills; Dialects; English;
Foreign Countries; Italian; Language Rhythm; *Linguistic Theory;
Phonology; *Phrase Structure; *Research Methodology;
Sociolinguistics; Structural Analysis (Linguistics);
Suprasegmentals; Syntax; *Transformational Generative Grammar;
Uncommonly Taught Languages; Verbs

A collection of papers on linguistics includes: "Italian
Comparatives of Inequality with 'Che' and 'Di'" (Adrian C. Battye);
"A Note on Passives in GPSG [Generalized Phrase Structure Grammar]"
(Robert D. Borsley); "Reduplicated Constructions in Chinese and
Questions of Generative Power" (Jonathan Calder); "A Note on
Subcategorization, Constituent Order, and the Notion 'Head'"
(Gerald Gazdar, Geoffrey K. Pullum); "Constituent Structure in
Text-Copying" (Patrick D. Griffiths); "Gaps in Generalised Phrase
Structure Grammar" (Steve J. Harlow); "Some Rhythm, Resonance and
Quality Variations in Urban Tyneside Speech" (John K. Local); "A
Methodology for Describing Socio-Linguistic Variability within
Multi-lingual Settings in General and 'Interactive' and 'Reactive'
Ethnic Processes in Language in Particular" (Ben Rampton); and
"Ellipsis Conditions and the Status of the English Copula" (Anthony
R. Warner). Three monographs are also reviewed. The monographs are
on sentence particles in Cantonese, interracial friendship and
communication among black and white adolescents, and Pacific
Linguistics. (MSE)

ED 288 434
HE 020 916

Levitz, Larry; And Others
New Approaches to Debt Financing.
Forum for College Financing Alternative.
SPONS. AGENCY- Office of Educational Research and Improvement (Ed),
Washington, DC.

PUB DATE- Jun 87

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal
Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Educational Finance; Federal Legislation; Finance
Reform; *Financial Policy; *Higher Education; *Public Policy;
*Taxes

IDENTIFIERS- *Bond Sales; Debt (Financial); *Tax Reform Act of 1986

The use of tax-exempt and taxable bonds by colleges and universities to raise capital is discussed. Currently, the most common tax-exempt instrument issued by higher education institutions is the revenue bond. Until the early 1980s the most common form of tax-exempt financing was long-term fixed-rate debt. Variable or floating rate debt became popular during the early 1980s in response to the high interest rates of the late 1970s. Historically, capital projects were financed with long-term debt (maturities of 20 years or more). Shorter maturities are structured as serial maturities and longer maturity bonds as term bonds. Most higher education general obligation debt is sold on a competitive, rather than a negotiated, basis. Refunding is a means of issuing new debt to refinance existing debt. Taxable debt instruments include taxable commercial paper, medium-term notes, U.S. domestic public market, private placement, and foreign currency denominated municipalities. Advantages and disadvantages of each type of taxable and tax-exempt bonds are identified. The use of a debt-service reserve fund is also briefly addressed. (SW)

Sokol, David F.

Intra-Preneurship: Center for Applied Student Research.

PUB DATE- Oct 86

NOTE- 18p.; Paper presented at the Annual Meeting of the Society of Educators and Scholars (11th, Louisville, KY, October 10-11, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Experiential Learning; Higher Education; *Leadership Training; *School Community Relationship; Student Development; Student Leadership; *Student Participation; *Student Projects; Student Research; *Work Experience

IDENTIFIERS- *Warren Wilson College NC

The model of experiential learning at Warren Wilson College (North Carolina) is described, with attention to the triad of work, service, and academic study and The Center for Applied Student Research (The Center). Student are required to work 15 hours per week on one of 76 work crews; they assume adult responsibility for their work products and can supervise others. Students also complete one 60 hour community service project prior to graduation. To guide the experiential development stages appropriate for the student, an integrated model is used that includes the following stages: (1) applying a skill in many situations and understanding the implications; (2) determining how to use the system and obtain needed resources; and (3) making decisions supportive of production using abstract understandings of the skills and drawing knowledge from diverse fields. Examples of each of the three steps are provided. The Center provides the setting to learn the concept of intra-preneurship; the ability to think, act, and generate the impact of an entrepreneur while existing in a larger organization. Value systems that the Center will help establish and types of research that students might conduct are addressed, along with the concept of developing quality leadership. (SW)

ED 288 506
IR 012 903

Albritton, Rosie L.; Sievert, MaryEllen C.
Investigating Resistance to Computers (Computer Anxiety) in an
Academic Library.

Missouri Univ., Columbia.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.

PUB DATE- 84

NOTE- 5p.; Printed on colored paper.

GRANT- CLR-5002

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Libraries; Adoption (Ideas); *Attitude
Measures; Higher Education; Inservice Education; *Library
Automation; *Library Personnel; Staff Development; Statistical
Distributions

IDENTIFIERS- *Computer Anxiety; Computer Opinion Survey (Maurer and
Simonson); University of Missouri Columbia

This investigation of computer anxiety as one of the components of
resistance to technology among staff in academic libraries focused
on its effects on: (1) their level of participation in a library
computer literacy program; and (2) their attitudes toward library
automation and computers in general. To measure computer anxiety,
the Computer Opinion Survey (Maurer and Simonson, 1984) was
administered to 61 volunteer subjects from the University of
Missouri-Columbia Libraries. The results suggest that library
personnel are ready for inservice staff development in computer
technology, in spite of whatever levels of computer resistance
might exist. The study further suggests that computer anxiety in
libraries may be a function of the degree or type of prior computer
experience, the department worked in, and the number of years
worked in the library, and that resistance may indeed decline with
familiarity and experience with automated technology. (RP)

ED 288 521

IR 012 924

Feng, Betty; Reigeluth, Charles M.

The Effect of Three Different Kinds of Feedback: Hint, Correct Answer, and Right/Wrong. IDD&E Working Paper No. 11.

Syracuse Univ., N.Y. School of Education.

PUB DATE- Apr 83

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Analysis of Variance; Computer Assisted Instruction; Control Groups; *Elementary School Science; *Feedback; Grade 1; *Instructional Effectiveness; *Intermode Differences; Models; Primary Education; *Programed Instruction; *Reinforcement; Simulation

Self-instructional booklets simulating computer-assisted instruction (CAI) were used to teach four basic concepts in science to first graders in three treatment groups which received different types of feedback--hints, correct answers, and right or wrong. A control group received neither instruction nor feedback. A multiple-choice test was administered to the 47 students in the 4 groups following completion of the instruction. It was found that the group provided with hints had the highest mean; the group provided with the correct answer had the second highest mean; the group provided with right/wrong feedback had the second lowest mean; and the control group had the lowest mean. The results were inconclusive with respect to the hypotheses as there were no significant differences among the group means. Possible causes are suggested in the discussion that concludes the report. A table summarizing the means and standard deviations, a flowchart showing the hypothesized model of relationships between different forms of feedback, and samples of generalities, practice items, and test items are provided. Lists of 12 references and 10 prior IDD&E working papers are also included. (Author/RP)

ED 288 550
IR 052 217

Buffington, Debra Kay, Comp.; And Others
Research on Adolescence for Youth Services: 1950-1980. A Cumulative
Index.

Texas Univ., Austin. Graduate School of Library Science.

PUB DATE- 87

NOTE- 55p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Adolescent Development; *Adolescent Literature;
*Adolescents; Educational Needs; Indexes; Interdisciplinary
Approach; Library Services; *Media Selection; *Research; Resource
Materials

This cumulative index provides access to the almost 1,300 entries in three bibliographies: (1) "Media and the Young Adult: A Selected Bibliography, 1950-1972"; (2) "Media and the Young Adult: A Selected Bibliography, 1973-1977"; and (3) "Research on Adolescence for Youth Services: An Annotated Bibliography on Adolescent Development, Educational Needs and Media, 1979-1980." Published as a result of the efforts of the American Library Association (ALA) to systematically gather and abstract selective research studies that would be of value to librarians working with young adults in the United States and other English-speaking countries, the bibliographies list research studies that are interdisciplinary in approach and include such areas as education, sociology, psychology, psychiatry, mass communication, and marketing as well as library and information science. The index lists subject headings and subheadings as well as providing cross-references to related concepts and preferred terms. Bibliography volumes are designated "A," "B," and "C" for the volumes containing references from 1950-1972, 1973-1977, and 1978-1980, respectively, and entry item numbers are also provided. (KM)

ED 288 617

PS 016 933

Kennedy, Edward M.

Public Health Service Act Infant Mortality Amendments of 1987. Report from the Committee on Labor and Human Resources (To accompany S. 1441). 100th Congress, 1st Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-100-137

PUB DATE- 3 Aug 87

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Community Centers; *Costs; Federal Legislation; *Financial Support; *Health Services; *Infant Mortality; Migrant Health Services; *Migrants; *Minority Groups; Nursing Education
IDENTIFIERS- Area Health Education Centers; Congress 100th; *Reauthorization Legislation

This report provides a summary of the Public Health Service Act Infant Mortality Amendments of 1987 (S. 1441), background information and rationale for the legislation, the text of the bill as reported, views of the Senate Committee on Labor and Human Resources, a statement of approval by the Committee, the Congressional Budget Office cost estimate, a regulatory impact statement, a section-by-section analysis, and specifications of changes the proposed legislation will effect in existing legislation. S. 1441 expands the fiscal year 1988 authorization for Migrant Health Centers by \$3 million, the Community Health Centers program by \$35 million, the Area Health Education Centers program by \$3 million, and establishes a new program to provide grants to public and private nonprofit schools of nursing to operate fellowship programs for the training of nurse midwives and pediatric, family, obstetric, and gynecologic nurse practitioners. The bill requires that priority be given to programs which will train personnel for areas along the U.S.-Mexico border, frontier areas, the Pacific Basin region, and for areas with disproportionately high infant mortality and low birthweight infant rates. (RH)

ED 288 648
PS 016 998

Morton, Marily.
The Regulation of Nursery Schools in New York State.

PUB DATE- 87

NOTE- 28p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Early Childhood Education; Educational Legislation;
Educational Needs; *Insurance; *Nursery Schools; *Private Schools;
*Public Schools; Social Services; *State Legislation

IDENTIFIERS- *New York; *Rules and Regulations

This paper presents a summary of New York State Education Laws and Commissioner's Regulations which apply to nonpublic and public preschool programs. After a brief introduction and definition of terms, constraints and freedoms of nonpublic preschools are discussed in terms of Education Laws 3210 and 3228, Commissioner's Regulations-Part 125, Education Law 207, the Child Care Resource and Referral Program, and options for the private preschool. Subsequently the requirements of the New York State Social Services Law 390 are discussed, along with insurance availability problems and solutions. Public preschool programs are discussed in terms of Education Law 2514, the New York State Prekindergarten Experimental Program, and Commissioner's Regulations-Part 148.1. The concluding section lists recommendations for future legislation proposed by the National Association for the Education of Young Children. (RH)

ED 288 718
SE 048 730

Niskern, Diana, Comp.

The History of Technology. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for
Science and Technology.

REPORT NO.- TB-87-4

PUB DATE- Mar 87

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Historical
Materials (060)

DESCRIPTORS- Books; *Chronicles; Citations (References); Guides;
Periodicals; *Reference Materials; *Science History; Technological
Advancement; *Technology; Textbooks

IDENTIFIERS- *Historical Bibliography

The history of technology can be approached not only as a chronology of machine development and a study of artifacts, but also as a study of economic and social development. Although the emphasis in this document is on general histories of technology in the English language, many of the sources listed could be useful in compiling the histories of individual branches of technology. This guide to the literature on the history of technology in the collections of the Library of Congress is not necessarily intended to be a comprehensive bibliography. It is designed to provide the reader with a set of resources that can be used to focus on the topic. The document lists the subject headings used by the Library of Congress in cataloging information on the history of technology. It also contains citations of materials categorized as: (1) brief introductions; (2) basic texts; (3) additional titles; (4) handbooks and encyclopedias; (5) other bibliographies; (6) conference proceedings; (7) government publications; (8) abstracting and indexing services; (9) journal articles; (10) technical reports; and (11) additional sources of information. (TW)

ED 288 734

SE 048 746

Technology Education: Learning How To Learn in a Technological World.
Report of the Commission on Technology Education for the State of
New Jersey, 1987.

New Jersey State Commission on Technology Education.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of
Vocational Education.

PUB DATE- 87

NOTE- 33p.; Photograph may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Educational Change; *Elementary School Science;
Elementary Secondary Education; Government School Relationship;
School Business Relationship; Science and Society; Science
Curriculum; Science Education; *Secondary School Science;
*Technical Education; *Technological Literacy; *Technology;
Technology Transfer

IDENTIFIERS- *New Jersey; Technology Education

During the past several years topics related to technological literacy and technology education have received increasing attention by policymakers at all levels of government. This report documents the attainment of the initial objectives set forth in an earlier report of the Commission, which was issued in 1985. A major section of this document deals with the transition to technology education, answering questions about technology, technology education, goals for technology education, and teaching methods in technology education. A second major section addresses technology in education for New Jersey, noting the major emphasis on awareness of technology education at the elementary school level, and the secondary level approaches to exploring, studying, and applying technology. Also included in the report are the Commission's recommendations, which are directed toward the commission itself, professionals involved in technology education, the New Jersey Department of Education, business and industry, and higher education institutes. (TW)

ED 288 405
FL 017 045

Queller, Kurt

At the Crossroads of Phonology and Discourse: Structure and Function
in a One-Year-Old's "Conduites d'approche."

PUB DATE- Aug 86

NOTE- 22p.; In: Papers and Reports on Child Language Development,
Volume 25, August 1986; see FL 017 037.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; *Child Language; Discourse Analysis;
*Language Acquisition; *Learning Processes; Linguistic Theory;
*Oral Language; *Phonology; Toddlers

IDENTIFIERS- *Repetition (Language)

A study analyzed three episodes of self-repetition in a 1-year-old's utterances and examined the child's use of self-repetition for exploiting and elaborating on his phonological system in the context of discourse. The subject was a first-born monolingual child in the Stanford Child Phonology project. The analysis provides clues about how the young child's phonological system is organized, and particularly how he handles the problem of massive formal variation in a systemic context, behaving as a phonological strategist and system-builder. It is argued that the child's phonological behavior in discourse reflects an ability to flexibly and resourcefully exploit available phonological options in the service of short-term and long-term functional objectives, both immediate communication needs and the construction and progressive elaboration of a phonological system for the articulation of words. (MSE)

ED 288 420
HE 020 880

Franck, Gail

Tax Reform and Higher Education.

Forum for College Financing Alternative.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- 1 Feb 87

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports -
Evaluative/Feasibility (142)

DESCRIPTORS- College Students; Compliance (Legal); Dependents;
Donors; *Expenditures; Federal Legislation; Finance Reform;
*Financial Policy; *Higher Education; *Income; Parent Financial
Contribution; Private Financial Support; Public Policy; Self
Supporting Students; Student Costs; Tax Deductions; *Taxes; Tuition
IDENTIFIERS- *Alternative Minimum Tax; Debt (Financial); *Tax Reform
Act 1986

The effect of the Tax Reform Act of 1986 on college and university revenues and expenditures is reviewed. Institutional revenues are derived primarily from five sources: tuition, charitable contributions, debt financing, endowment income, and governmental appropriations. The effect of the new law on family and student

income, savings, student loans, and financial aid are briefly examined. The impact of the new law on the cost of charitable contributions at both the individual and corporate levels is addressed, along with implications for college fundraising strategies. Also considered is the effect of the new law on the private use of capital assets financed with tax-exempt debt. The impact of the new rules on institutional expenditures is addressed, including retirement and other employee benefits and the costs of compliance. The purpose of the Alternative Minimum Tax and calculation of this tax are covered, and the old and new tax law are compared in terms of individual and business income taxes, itemized deductions, long-term capital gains, trusts and estates, credits, tax-exempt debt, and retirement savings. (SW)

ED 288 463
HE 020 963

Financial Report on Ontario Universities, 1986-87. Volume 1,
Universities. Report 87-6.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-219-6

PUB DATE- Nov 87

NOTE- 296p.; For related documents, see HE 020 964-965.

AVAILABLE FROM- Council of Ontario Universities, 130 St. George
Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Budgeting; *Educational Finance; *Expenditures;
Financial Support; Foreign Countries; *Higher Education; *Income;
Operating Expenses; *Resource Allocation; *School Funds; State
Universities

IDENTIFIERS- Canada; *Ontario

Data on the total revenue and expenses and changes in fund balances of the 21 provincially-assisted universities of Ontario are provided for the fiscal year ending in 1987. The categories and definitions used to present financial data are explained. In addition to financial data for each institution, summary information for all schools on a consolidated basis is included. Statistical tables cover the following: revenue by source and type of fund, operating expenses by object and functional area, and

general funds changes in appropriated fund balances. For institutional fund balances, details are presented on the amounts of expendable funds available within both the general and restricted fund categories. General expendable funds cover the costs of instruction, research and other sponsored or contract research, academic support services, other operating expenses, noncredit educational activities, and ancillary enterprises. Restricted funds cover sponsored research, trust and endowment, and capital. (SW)

ED 288 477
HE 021 005

Van Hecke, Madeleine L.
Cognitive Development during the College Years.

PUB DATE- May 87

NOTE- 35p.; Paper presented at the Annual Meeting of the Midwest
Psychological Association (Chicago, IL, May 7-9, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Assignments; *Cognitive Structures; *College Students;
*Developmental Stages; Higher Education; *Intellectual Development;
Learning Activities; Models; *Psychology; Psychopathology

IDENTIFIERS- Perry (William)

The use of William Perry's (1970) model of cognitive development during the college years to restructure an abnormal psychology course is described. The model provides a framework for students and teachers to understand the confusion and frustration they sometimes experience. Perry proposed that students enter college with tacit epistemological theories that range from simplistic to mature. While Perry outlined nine positions in the model, these are grounded into four stages: dualism, multiplicity, contextual relativism, and commitment. Included are descriptions of assignments that students of abnormal psychology can choose to show their understanding of the idea that meaning and truth are

relative. Information is also provided on an assignment that forces students to begin locating research relevant to their individual case studies. Assignments related to assessment and diagnosis are also presented, along with guidelines to help students prepare case analysis papers, and grading criteria for the student papers. A course syllabus is included. (SW)

ED 288 589
JC 870 535

Greer, John L.

Santa Fe Community College Master Plan.

Greer/SJCF, Inc., Albuquerque, NM.

SPONS. AGENCY- Santa Fe Community Coll. Board, NM.

PUB DATE- Nov 87

NOTE- 213p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)

DESCRIPTORS- Budgets; *College Planning; Community Colleges;
Community Services; Cost Estimates; Credit Courses; *Educational
Facilities; *Educational Finance; Enrollment; Enrollment
Projections; *Facility Planning; *Facility Requirements; Mission
Statements; Operating Expenses; *Organizational Objectives;
Personnel Needs; Space Utilization; Two Year Colleges

The purpose of this master plan is to provide Santa Fe Community College (SFCC) with an updated base document to guide the future development of the new campus over the next 13 years. The report has been divided into 15 sections: (1) Introduction; (2) Background and History of SFCC; (3) Mission and Goals; (4) Service Area Profile; (5) Past Enrollment; (6) Educational Programs, including

both present and future credit programs; (7) Enrollment Projections, based on programs, population growth, and past enrollments; (8) Existing Facilities; (9) Instructional Spaces, including a projection of future space needs based on credit enrollment projections; (10) Community Services Needs, including an assessment of space needs based on past and projected programs; (11) Overall Space Requirements, i.e., a detailed summary of instructional space and instructional support space projections; (12) New Facilities Needs; (13) Project Phases, including an outline of facility priorities expressed in terms of phases; (14) Plans, i.e., site and floor plans identifying future phases; and (15) Operational Budget/Staffing, including projections of future operational budgets and staffing needs based upon future facilities and program projections. (EJV)

Ackerman-Ross, Susan; Khanna, Prabha
The Relationship of High Quality Day Care to Middle-Class
Three-Year-Olds' Language Performance.

PUB DATE- [86]

NOTE- 35p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Birth Order; Child Rearing; Comparative Analysis; *Day
Care; Early Childhood Education; *Expressive Language; Family
Relationship; *Intelligence; Language Acquisition; *Parent
Influence; Predictor Variables; *Preschool Children; *Receptive
Language

IDENTIFIERS- *Home Child Care

This study investigated the relationship between day care and young
children's language performance. Receptive, expressive and a
combined language score plus an intelligence quotient (IQ) were

derived for middle-class, Caucasian 3-year-olds from intact
families who attended high quality day care since infancy and were
compared to the scores of their home-reared counterparts. Parent
questionnaires were developed to solicit information about other
variables thought to affect language development, including
parents' income and education, child's birth order, quantity and
type of verbal stimulation by parents, and time parents
participated in caregiving. Results revealed that home and day care
groups of children did not differ on IQ or any of the three
dependent language measures. IQ was found to be the strongest
predictor of language performance; birth order ranked second.
Fathers' language activity time was significantly related to
language performance as was parents' education level. Further,
fathers of children in day care reported spending twice as much
caregiving time as fathers of children reared at home, while,
regardless of child care arrangements, mothers reported
approximately equal amounts of time devoted to child care
activities. Nearly 50 references are listed. (RH)

Venner, David G.; Cotton, Sally
Information for a Rural Community: The South Molton Community
Information Project. Library and Information Research Report 40.
British Library, London (England). Research and Development Dept.
REPORT NO.- ISBN-0-7123-3065-8

PUB DATE- 86

NOTE- 204p.

AVAILABLE FROM- Longwood Publishing Group Inc., 27 South Main Street,
Wolfeboro, New Hampshire 03894-2069 (\$24.00 plus \$2.00 postage and
handling).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Books (010)

DESCRIPTORS- *Agency Cooperation; Community Attitudes; Community
Characteristics; *Community Information Services; Community
Services; Community Support; Delivery Systems; Financial Support;
Foreign Countries; *Information Centers; *Library Role; Library
Services; Program Descriptions; *Program Implementation; Publicity;
Public Libraries; Reference Services; *Rural Areas; User Needs
(Information)

IDENTIFIERS- *England (South Molton)

Of potential interest to small towns in rural areas, this report
describes England's first attempt at applying to a rural area the
concept of a multi-agency information and advice center based on a
library. The comprehensive review covers all phases of the project:
(1) identification of a community's information and advice needs;
(2) consultation with existing providers to design an integrated
service; (3) establishment of a co-operative management committee
and a local liaison group; (4) setting up an information center
with shared use of premises; (5) administration of an integrated
service through sharing resources and responsibilities; (6)
development of joint publicity and marketing of the information
services; and (7) identification of a community's reactions to a
new service. Part I sets forth the objectives of the project,
describes South Molton and its rural hinterland including the
area's library and information services, and summarizes steps in
project implementation. Part II covers the operation of the project
including funding, administration, publicity, and community
support. The report emphasizes continuous liaison and cooperation
among many organizations in developing a sound basis from which to
try to meet local needs. Appendices provide references, a directory
of agencies, questionnaires, survey results, sample newsletters,
and other related documents. (JH2)

ED 288 676
RC 016 484

Barabe, Rosemeri; And Others
PATHWAYS: An Adult Basic Skills Reading Workbook, Level II. Teacher's Guide.

Affiliation of Arizona Indian Centers, Inc., Phoenix.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

PUB DATE- 87

NOTE- 46p.; For related documents, see ED 254 362 and RC 016 482-493.

GRANT- G008420037; G008610079

AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 North Central Avenue, Suite 814, Phoenix, AZ 85004 (\$4.95 plus shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; Adult Reading Programs; American Indian Culture; *American Indian Education; American Indian Literature; *Course Content; Course Objectives; Reading Comprehension; Reading Instruction; *Reading Skills; Sequential Approach; Study Skills; Supplementary Reading Materials; *Teaching Methods; Tribes; Units of Study; Vocabulary Skills; *Word Study

Skills; Writing Instruction; Writing Skills

IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

Written to accompany the Adult Basic Education (ABE) Level II reading skills workbook of the PATHWAYS Curriculum, this teacher's guide contains brief explanations of the various skills presented in the workbook, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials that may be used to supplement the exercises. Lessons are grouped under the unit topics of word analysis, vocabulary, comprehension, and study skills. Units contain a total of 19 lessons, each addressing a specific skill such as consonant blends and digraphs, compound words, identifying the main idea, and using the dictionary. The teaching strategies for each lesson include ways to clarify information for students, provide additional practice, and facilitate participation in group activities. The preface describes the organization of the series of six ABE reading and writing workbooks stressing that the books provide a sequential, systematic approach to adult basic education and contain material based on the culture of Indian tribes of the Southwest. (JHJ)

Idaho Annual Evaluation Report for Chapter 1 ECIA Education Programs,
Fiscal Year 1986.

Idaho State Dept. of Education, Boise.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED),
Washington, DC. Indian Education Programs.

PUB DATE- 87

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Compensatory Education;
Delinquency; *Educationally Disadvantaged; Elementary Secondary
Education; Enrollment; Exceptional Persons; Expenditures;
Institutional Schools; Language Arts; Mathematics; *Migrant
Education; Pretests Posttests; Program Descriptions; *Program
Effectiveness; Reading; Residential Schools; *Special Education;
State Programs; Student Characteristics; Summer Programs

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1;
*Idaho

For the project year 1985-86, Idaho's allocation of federal funds
for Chapter 1 was \$9,256,844. This amount was distributed utilizing
Southwestern American Indian myths, legends, history, and remedial

instructional programs that would benefit educationally deprived
students in the basic skill areas of reading, mathematics, and
language arts. Services were offered in 353 of the 375 eligible
buildings within these districts. A cost analysis of project
expenditures indicated that 85% of program monies supported direct
instructional services in the form of total unduplicated number of
participants in Chapter 1 programs in public and non-public schools
was 16,829. The majority of services were at the elementary level.
The achievement scores reported for participants in each program
component reflected a receive Chapter 1 instruction. Chapter 1
components for 1985-86 were: (1) summer tutoring serving 1,059
students; (2) migrant education programs for 2,567 students; (3)
programs for 107 institutionalized neglected or delinquent
children; and (4) programs to meet the special education needs of
343 handicapped children. (JNZ)

ED 288 703
SE 048 715

Weber, Isabelle P.; Wiltshire, Susan D.
Nuclear Waste Primer: A Handbook for Citizens.
League of Women Voters Education Fund, Washington, D.C.
REPORT NO.- ISBN-0-8052-6006-4
PUB DATE- 85
NOTE- 96p.

AVAILABLE FROM- Nick Lyons Books, 31 West 21 Street, New York, NY
10010 (\$5.95 paperback--ISBN-0-8052-6006-4; \$11.95
hardcover--ISBN-0-80562-6007-2).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)

DESCRIPTORS- *Citizen Participation; Ecological Factors;
*Environmental Education; Environmental Standards; Legislation;
Natural Resources; *Nuclear Energy; *Nuclear Power Plants; Nuclear
Technology; *Radiation Effects; Science and Society; Science
Education; Science History; *Waste Disposal
IDENTIFIERS- *Nuclear Wastes

This publication was developed with the intention of offering the nonexpert a concise, balanced introduction to nuclear waste. It outlines the dimensions of the problem, discussing the types and quantities of waste. Included are the sources, types, and hazards of radiation, and some of the history, major legislation, and current status of both high level and low level waste management. Also described are some of the ways that citizens can participate in nuclear waste decision making and selected information sources. The booklet includes sections dealing with: (1) types of waste; (2) the nuclear fuel cycle; (3) decommissioning; (4) sources, types, measures, and the biological effects of radiation; (5) high-level wastes from reprocessing; (6) spent fuel; (7) low-level and transuranic wastes; (8) uranium mill tailings; (9) transporting nuclear wastes; (10) liability coverage for accidents; (11) high-level waste management; (12) low-level waste management; (13) searching for permanent solutions; and (14) the public's role in high-level and low-level waste management. (TW)

ED 288 357
FL 016 997

Garcia, Ricardo L.

Global Perspectives on Language Policy and Education.

PUB DATE- Oct 87

NOTE- 28p.; Paper presented at the Annual Meeting of the Advocates

for Language Learning (4th, Washington, DC, October 16-19, 1987).

Contains light dot matrix type.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Comparative Education;
*Educational Policy; Ethnicity; Foreign Countries; Global Approach;
Language of Instruction; *Languages; Literacy; Nationalism;
Official Languages; *Public Policy; *Second Language Instruction;
Teacher Qualifications

IDENTIFIERS- *Philippines; *USSR

A discussion of the link between a nation's goals and its language education policy looks at four kinds of language education policies reflecting national goals. The paper examines the language education systems of the Soviet Union and the Philippines for evidence of this link. The comparison reveals striking similarities between the systems, including: use of the national language as a medium of instruction; requirement of literacy in a standardized national language; requirement of a second language that will allow access to current scientific and technological knowledge; problems in training a sufficient number of teachers who are bilingual and able to teach in non-western vernaculars; and centralized education systems that differ greatly from the American model. It is concluded that the United States should consider an official policy statement concerning English as the nation's lingua franca and second language learning as tools for internationalizing the nation, especially if the policy were linked to broader transcendent aims of national cohesion and viability within the global community. (MSE)

ED 288 372
FL 017 012

Rispoli, Matthew; Bloom, Lois

The Conceptual Origins of the Transitive/Intransitive Distinction.

PUB DATE- Apr 87

NOTE- 9p.; In: Papers and Reports on Child Language Development,
Volume 26; see FL 017 001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Language; Comparative Analysis; *Concept
Formation; Grammar; Interaction; *Language Acquisition; Linguistic
Theory; Mothers; Parent Child Relationship; *Sentence Structure;
Toddlers; *Verbs; Young Children

IDENTIFIERS- *Transitivity

A study tested the hypothesis that if, for the 2-year-old, the transitive/intransitive distinction functions to signal differences in the conceptualization of actions, the child's sentence production should show a relationship between sentence frame and (1) locus of change animacy and (2) the child's expectations concerning an action's outcome. Further, if this form-function mapping is part of the grammar of the language, it is hypothesized that the function of the child's sentence frame distinction should resemble the function of the sentence frame distinction in the caregiver language. Data were drawn from transitive and intransitive sentences spoken by the children in the videotaped interactions of 13 mother-child pairs. Only sentences related to a referent action were considered, and mother sentence samples of approximately equal size were used to assess caregiver sentences. Similarities and differences found in the mothers' and children's systems are examined. (MSE)

HE 020 931

Dent, Richard A.

Student Financing of Higher Education in Washington State, 1985-86.
Washington State Higher Education Coordinating Board, Olympia.

PUB DATE- [87]

NOTE- 67p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *College Attendance; Community Colleges; Dependents;
Females; *Graduate Students; Higher Education; Males; Minority
Groups; Parent Financial Contribution; Private Colleges;
Proprietary Schools; Questionnaires; Self Supporting Students;
State Colleges; Student Characteristics; *Student Costs; Student
Employment; *Student Financial Aid; Student Loan Programs;
*Undergraduate Students

IDENTIFIERS- Debt (Financial); *Paying for College; *Washington

Student costs and financing of college were studied in Washington State using the College Scholarship Service's Student Expense and Resource Survey (SEARS). The study population consisted of: (1) full-time undergraduate students and full-time graduate students in master's or traditional doctoral level programs at state institutions; (2) full-time undergraduates at private institutions and all graduate students; (3) part-time and full-time community college students; and (4) full-time proprietary school students. For full-time undergraduates attending each of the four sectors, information is provided on the following student characteristics and aspirations: age and marital status, residency and dependency, housing and travel patterns, class level and grade point average, socioeconomic characteristics, income and work patterns, institutional preference, and degree and career plans. Ways of meeting college costs are addressed, including parental contribution, student earnings, student borrowing, and financial aid. Separate analyses covers: men and women, minority students, graduate students, and part-time community college students. The frequency of borrowing, average indebtedness, and borrowing by undergraduate and graduate students are discussed. The SEARS instrument is appended. (SW)

Freeman, Andrew R.

Higher Education Futures: Organisational Planning and Organizational Technology Perspectives.

PUB DATE- 86

NOTE- 18p.; Paper presented at a conference on "Visions of Higher Education; Transnational Dialogues: Transformations" at the Gottlieb Buttweiler Institute (Zurich, Switzerland, August 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Planning; College Role; *Educational Policy; Foreign Countries; *Futures (of Society); *Higher Education; *Organizational Theories; Values

IDENTIFIERS- *Australia; Canberra College of Advanced Education (Australia)

Some possible futures in higher education are explored with an emphasis on organizational planning and organizational technology perspectives. The focus is on "soft" organizational technologies rather than "hard" equipment-based technologies. Attention is directed to the way that the two perspectives could affect higher education organizational design as a policy issue in post-industrial society. After discussing the role and context of higher education, consideration is given to organizational goals and how these can be reified. It is argued that goals cannot be value-free, and that a key values issue in higher education institutions is the extent of voluntarism/determinism for staff and students. Various possible higher education futures are outlined, including some that involve an increase in decentralization or a reduction in "overload." The impact of time horizons and uncertainty on higher education systems are also assessed. Examples from the Canberra College of Advanced Education in Australia are cited. It is concluded that both the organizational technology and planning perspectives have a role in the analysis of higher education futures. (SW)

Hack, David

Telecommunications and Information-Systems Standardization--Is

America Ready? CRS Report for Congress. Sci-Tech Alert. 87-458 SPR.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 21 May 87

NOTE- 50p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports -
Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computers; Global Approach; Government Role;

*Information Networks; International Cooperation; *Public Policy;

*Standards; *Telecommunications

This report on telephone networks and computer networks in a global context focuses on the processes and organizations through which the standards that make this possible are set. The first of five major sections presents descriptions of the standardization process, including discussions of the various kinds of standards, advantages and disadvantages of standards, and both the U.S. and international organizations involved, i.e., the American National Standards Institute (ANSI), the U.S. National Bureau of Standards (NBS), the International Telecommunications Union (ITU), the International Organization for Standardization (ISO), and the GATT Standards Code. Applications of the Standardization process to telecommunications and computers are discussed in the second section, including the Open Systems Interconnection (OSI), the Corporation for Open Systems (COS), and the Integrated Services Digital (Telephone) Network (ISDN). The social impacts of telecommunication- and computer-standards applications in the U.S. are briefly discussed in the third section, and the fourth addresses public policy issues which may foreseeably arise from such standards or affect the standardization process. Related policy issues include international trade relations, antitrust, intellectual property, communications regulation, administration of the government's own information-systems establishment, and the funding of standards research. The standards, competitiveness, and trade issues involve the Department of State, the Department of Commerce, the Office of the U.S. Trade Representative, and the Federal Communications Commission. The concluding section presents sources of additional information, including selected publications and organizations. (RP)

ED 288 564
JC 870 236

Inside English: Journal of the English Council of California Two-Year Colleges; Fall 1974, and Winter 1975.

English Council of the California Two-Year Colleges.

PUB DATE- 75

NOTE- 18p.; This journal is printed in oversize form (11.5 x 14.5).

All pages have been photographically reduced by ERIC to standard size (8.5 x 11) before microfiching. For the complete archival

compilation of volumes 1-13 of "Inside English," see ED 272 238.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *College English, College Faculty; Community Colleges;
*Educational Testing; *English Curriculum; *English Instruction;
Equivalency Tests; Mexican American Literature; *Teacher Student
Relationship; Two Year Colleges

Designed primarily for English faculty at two-year colleges in California, "Inside English" includes articles on major instructional, curricular, administrative, and employment issues of concern to teachers in the field as well as information on the activities of the English Council of the California Two-Year Colleges (ECCTYC). The fall 1974 and winter 1975 issues include the following feature articles: (1) "The Students' Right to Their Own Language," which offers pro and con arguments regarding students' rights to their own patterns and varieties of language and teachers' responsibilities to teach them standardized English; (2) a historical overview of the beginnings and objectives of ECCTYC by Don Snepp; (3) "Freshman Equivalency," which reports on results of the spring 1974 administration of the College Level Examination Program test; (4) "Chicano Literature for English Classes," by Ron Arias, which provides an overview of Chicano fiction available in English; and (5) "Filming a Poem: 'Dover Beach,'" by Patricia McGinn, which describes a class project to create a filmed interpretation of Matthew Arnold's "Dover Beach." (AYC)

Child Nutrition Programs: Reauthorization and Budget Issues. Hearing before the Subcommittee on Nutrition of the Committee on Agriculture, Nutrition, and Forestry. United States Senate, Ninety-Ninth Congress, First Session. Congress of the U.S., Washington, D.C. Senate Committee on Agriculture, Nutrition, and Forestry.

REPORT NO.- Senate-Hrg-99-555

PUB DATE- 2 May 85

NOTE- 95p.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales

Office, U.S. Government Printing Office, Washington, DC 20402-9315 (Stock No. 552-070-00032-1, \$2.75).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Budgeting; Children; Costs; *Federal Programs; Financial Support; Hearings; Mothers; *Nutrition; Program Effectiveness; Research Problems; *Retrenchment

IDENTIFIERS- *Child Health; Congress 99th; Reagan Administration; Reauthorization Legislation

Witnesses offered testimony bearing on budget issues and the reauthorization of the Women, Infants, and Children (WIC) Programs; the Special Supplemental Summer Food Program; the State Administrative Expense Program; the Commodity Distribution Program; and the Nutrition Education and Training Program. Testimony concerning permanently authorized programs, such as the School Lunch and Child Care Food Programs was also heard. Witnesses and subcommittee members (1) discussed recent experiences with child nutrition programs and the administration's budget and legislative proposals for fiscal year 1986; (2) expressed concerns about the effects of imposing fixed costs and argued for and against the administration's proposals; (3) described characteristics and operational procedures of programs; (4) indicated how proposed reductions in federal funding would affect school lunch programs in Iowa; (5) projected effects of the proposed means test for the Child Care Food Program; (6) indicated continuing need for the Summer Breakfast and Lunch Program in New York City; and (7) advocated return to two basic elements of sound nutrition programs, namely, addressing of the nutritional status of low-income children and effective use of agricultural surpluses. Testimony submitted for the record is appended. (RH)

Hans, Sydney L.

Syracuse University Longitudinal Follow-Up Study: Questionnaire
Ratings of Children's Behaviors, Attitudes and Achievement.

PUB DATE- 23 Apr 87

NOTE- 18p.; Paper presented at the Biennial Meeting of the Society
for Research in Child Development (Baltimore, MD, April 23, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Day Care; Early Childhood Education; Followup Studies;
High Risk Persons; Infants; *Intervention; *Junior High School
Students; Longitudinal Studies; *Low Income Groups; Preschool
Children; *Program Effectiveness; *Sex Differences

IDENTIFIERS- *Teacher Rating of Student Characteristics

To assess the long-term effects of an intensive, five-year day care
intervention by the Syracuse University Children's Center with
children from multi-risk, low-income families, 65 program
participants and 54 comparison subjects were questioned when they
were in the eighth and ninth grades. Additional data were gathered
from their parents and teachers. Lengthy questionnaires
administered to children, parents, and teachers focused on
children's social interaction, emotional well-being, self-esteem,
creativity, and academic achievement. Patterns in the data were
located with Guttman's facet analytic approach to test analysis.
Items were reviewed and a simple mapping sentence was written to
capture the content of most items. Items were recoded to insure
that all were scored in the same direction with respect to the
range of the mapping sentences. Variables were intercorrelated and
a Smallest Space Analysis (SSA) was performed on the correlation
matrix. Correspondences were sought between facets and the
empirical organization of the items in the SSA analysis. A high
degree of correspondence was found. To compare participants with
controls, sum scores were assigned and a multivariate analysis of
variance was performed. A significant effect was found for the
interaction between intervention group and sex on the teacher
questionnaire only. Supporting previous findings, MANOVAs for males
and females revealed lasting intervention effects for girls only.
(RH)

ED 288 719
SE 048 731

Havas, George D., Comp.

Cellular Radio. A Brief Guide to Materials in the Library of Congress. LC Science Tracer Bullet. Library of Congress, Washington, D.C. National Referral Center for Science and Technology.

REPORT NO.- TB-87-3

PUB DATE- May 87

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Books; Citations (References); Guides; Periodicals;
*Radio; *Reference Materials; *Telephone Communications Systems;
Textbooks; *Transportation

IDENTIFIERS- *Cellular Radio

This guide to the literature on cellular radio is not intended to be a comprehensive bibliography. It is designed to provide the reader with a set of resources that can be used to focus on the topic. The document lists the subject headings used by the Library of Congress in cataloging information on cellular radio. It also contains citations of materials categorized as: (1) brief introductions; (2) basic texts; (3) additional titles; (4) handbooks and encyclopedias; (5) other bibliographies; (6) conference proceedings; (7) government publications; (8) abstracting and indexing services; (9) journal articles; (10) technical reports; and (11) additional sources of information. (TW)

ED 288 735

SE 048 747

Austin, Susan L.

An Annotated Bibliography of the Literature Dealing with Variables Affecting Students' Attitudes toward Science.

PUB DATE- 18 Nov 87

NOTE- 59p.; Exit Project-S 591, Indiana University, South Bend.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Elementary School Science; Elementary Secondary Education; *Science and Society; Science Education; Science Teachers; *Scientific Attitudes; Scientists; *Secondary School Science; *Student Attitudes

An important area of study for many researchers in science education is how attitudes are formed and manifested, including the relationships between environmental influences and attitude formation among students. This literature search was conducted in an attempt to identify the variables which may affect students' attitudes toward science, and to describe the extent to which the variables affect attitudes. The major portion of this document contains abstracts of articles. The first part of the study examines attitudes toward scientific interests, referring to those interests that students have in common with scientists. The second category includes attitudes as an approach to thinking about science, focusing on cognitive attitudes. The third category dealt with attitudes toward the subject matter of science. In the final section, attitudes as affected by teaching methods were examined. (TW)

ED 288 388
FL 017 028

Battye, Adrian C.

Italian Comparatives of Inequality with "Che" and "di."

PUB DATE- Nov 86

NOTE- 31p.; In: York Papers in Linguistics No. 12, 1986; see FL 017 027.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adjectives; Foreign Countries; Function Words;
Grammatical Acceptability; *Italian; *Linguistic Theory; *Phrase
Structure; Semantics; Structural Analysis (Linguistics); *Syntax;
*Transformational Generative Grammar; Uncommonly Taught Languages

IDENTIFIERS- *Comparative Structures

A discussion of Italian comparatives of inequality examines the use of "che" and "di" in introducing the comparison. It begins by looking at and discounting the semantic explanation for the different structures and then outlines the comparative rules for use of "che" and "di." It examines regular and problematic structures and restrictions, with reference to previous research. (MSE)

IR 052 137

Kaske, Neal; And Others

Alabama's Public Library as Seen by Patrons, Administrators and Trustees. Executive Summary.

Alabama Univ., Tuscaloosa. Graduate School of Library Service.

PUB DATE- Jun 86

NOTE- 17p.; A research project conducted for the Alabama Public Library Service and funded in part by the Library Services and Construction Act.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Librarians; Library Services; Library Surveys; Long Range Planning; *Opinions; *Public Libraries; *Questionnaires; Statewide Planning; *Trustees; *Users (Information)

IDENTIFIERS- *Alabama; Library Services and Construction Act

Conducted to obtain information for use in developing a revised five-year plan of library service for the state of Alabama, this study was designed to determine the priorities of the state's public libraries as perceived by librarians, chairpersons of library boards of trustees, and library users. Two survey instruments were designed and distributed, one for librarians and trustees and the other for patrons. The first questionnaire was sent to 194 public libraries, while 6,227 copies of the second were sent to 182 libraries serving discrete patron populations. The rates of return for the surveys were 54% from librarians, 38% from trustees, and 28% from patrons. Questions addressed to librarians and trustees covered: (1) activity area priorities; (2) service priorities; (3) service group priorities; (4) actions to increase patron use and/or satisfaction; (5) activity involvement and curtailment; (6) Library Services and Construction Act (LSCA), Title I, and local libraries; (7) LSCA, Title I, and statewide benefits; and (8) LSCA, Title III, and statewide benefits. In addition to demographic information and information on frequency of library use and need for library services, the questionnaire for patrons requested their perceptions of the quality of service, most needed services, services to discontinue, and the relative importance of 11 activities supported in part by federal funds. Data are presented in tables and graphs throughout the report, and a final table provides a comparison of the opinions of all three groups on the 11 federally supported activities. It is noted that trustees and librarians agreed with each other to a greater extent than either group does with patrons. (Author/RP)

ED 288 507
IR 012 904

Lukesh, Susan S.; And Others
Microcomputer Use in Higher Education. Executive Summary of a Survey.
Interuniversity Communications Council (EDUCOM), Princeton, N. J.;
Peat, Marwick, Mitchell and Co., New York, N.Y.

PUB DATE- May 87

NOTE- 16p.; Produced in cooperation with "The Chronicle of Higher
Education."

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Computer Software; *Computer Uses in Education;
*Educational Policy; *Higher Education; *Microcomputers; Private
Education; Public Education; School Surveys; Statistical Analysis;
Tables (Data); *Use Studies

This executive summary of the 1986 Survey of Microcomputers in
Higher Education presents the highlights of each of the major areas
covered by the survey: (1) general policy; (2) microcomputer
availability; (3) microcomputer access; (4) microcomputer
acquisition; (5) software availability; and (6) software support.
The 211 survey respondents were drawn from the membership of EDUCOM
and represent 103 public and 108 private institutions. Results of
analyses of the data from the survey, which are summarized in 15
figures, suggest that institutions of higher education are gearing
up for the widespread use of microcomputers on campuses.
Recommendations for higher education and for hardware and software
developers and vendors conclude this report. (RP)

ED 288 537

IR 052 194

Hirshon, Arnold

Periodicals Committee Report--Summary of Decisions.
Virginia Commonwealth Univ., Richmond.

PUB DATE- 87

NOTE- 8p.; For a related report, see IR 052 193.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports -
Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Libraries; *Access to Information; Costs;
Higher Education; *Library Circulation; Library Facilities; Library
Planning; Library Services; *Periodicals; *Reprography

IDENTIFIERS- *Virginia Commonwealth University

This report summarizes the decisions of the Virginia Commonwealth University Joint Committee to Study Library Periodical Services that were scheduled for implementation for the fall 1987 semester. Approved decisions are outlined for the areas of: (1) photocopiers, including photocopy services and Vendacard; (2) bound volumes, including loan policies, linking, and tattle-tape; (3) open access to current periodicals, including access to materials and desk services, construction, security of materials, and circulation control; and (4) miscellaneous areas, including development of a policy and procedures manual, training of periodicals staff, additional services, binding quality, signage, and circulation of current and next day's issues of specified periodicals. A cost analysis of recommendations as approved is also provided. (KM)

ED 288 551
IR 052 219

Davis, H. Scott; Miller, Marsha
Advances in Projection Technology for On-Line Instruction.

PUB DATE- May 87

NOTE- 19p.; Paper presented at the National LOEX Library Instruction
Conference (15th, Columbus, OH, May 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)

DESCRIPTORS- *Academic Libraries; Comparative Analysis; *Equipment
Evaluation; Higher Education; *Library Instruction; *Online
Catalogs; *Projection Equipment; Technological Advancement; User
Satisfaction (Information)

IDENTIFIERS- *Indiana State University; Kodak Equipment; Sony
Equipment

This document consists of supplemental information designed to
accompany a presentation on the application of projection
technology, including video projectors and liquid crystal display
(LCD) devices, in the online catalog library instruction program at
the Indiana State University Libraries. Following an introductory
letter, the packet includes: (1) general considerations in
selecting computer projection equipment; (2) pluses and minuses of
the SONY Video Projection System and Kodak DataShow System; (3) a
listing of six other institutions that use computer projection
technology; (4) simplified schematics illustrating the SONY Video
Projection System and the Kodak DataShow System; (5) a
questionnaire designed to elicit information about student's
reactions to video projection; (6) the results of the video
projection evaluation by students; (7) nine selected sources for
further reading; and (8) selected materials used in Indiana State
University's library instruction program, i.e., a brief guide to
LUIIS (Library User Information Service) and a Cunningham Memorial
Library Instruction and Orientation LUIIS exercise. (KM)

ED 288 576
JC 870 404

Academically Creative Education: An Interim Report.
Southwest Virginia Community Coll., Richlands, Va.
SPONS. AGENCY- Virginia State Council of Higher Education, Richmond.
PUB DATE- 1 Jun 85

NOTE- 125p.; Financed under the "Funds for Excellence" Program. For the final report of this project, see ED 285 631. Page 25 cropped at bottom; best copy available.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Academically Gifted; *College School Cooperation;
Community Colleges; *Computers; Earth Science; *Enrichment
Activities; High Schools; Instructional Materials; Learning
Modules; Program Descriptions; Shared Resources and Services;
*Sociocultural Patterns; *Theater Arts; Two Year Colleges; *World
Affairs

An overview is provided of activities undertaken by Southwest Virginia Community College and the Russell County School System to provide a cost-effective delivery system for education/enrichment opportunities for gifted seniors in rural high schools that lack the "critical mass" to sustain individual on-site programs. The delivery system used an existing transportation system to bring gifted students from individual schools together once a week at area vocational schools to achieve a cost-effective class size. At the vocational school, students received a variety of diversified educational experiences from a succession of teachers who were handpicked on the basis of their experience and skill in the instruction of gifted students. The project report provides an overview of the activities, profiles of the participating instructors, and instructional modules designed and implemented by the faculty. The modules include, with some variation, information on suggested time frame, prerequisites, overview of the unit, objectives, unit outline, assignments, informational text, suggested activities, culminating activities, study guides, and suggested films. The modules cover: (1) "The Exciting World of Dramatics" (Dramatic Arts Module); (2) "Karst Geomorphology and Speleology" (Earth Sciences Module); (3) "Contemporary World Issues" (World Affairs Module); (4) "Megatrends and Society" (Social Sciences Module); and (5) "Computers: Tools of Tomorrow" (Technology Module). Future plans for the project are also discussed, and a sample certificate of participation is appended. (EJV)

ED 288 618

PS 016 937

Leigh, Cindy; And Others

Description of the Kindergarten: A Staff Development Guide.

Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.

PUB DATE- Jun 87

NOTE- 54p.; For a related guide, see PS 016 938.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Instructional Materials; *Kindergarten; *Learning Centers (Classroom); Primary Education; Program Descriptions; Staff Development; State Curriculum Guides; State Programs; Transparencies; Workshops

IDENTIFIERS- *Mississippi

This staff development guide provides a description of the kindergarten; overviews of kindergarten classroom learning centers; and transparencies for use in a teacher training workshop. The description of the kindergarten briefly focuses on the definition and philosophy of the kindergarten; the history of the kindergarten; principles of kindergarten education; and areas of the kindergarten curriculum. Centers overviewed include housekeeping, blocks, library, art, science, game/manipulatives, language arts, math, music, woodworking, cooking, and sand/water centers. Educational aims of each center are listed. Much of the guide consists of designs for transparencies. (RH)

Borsley, Robert D.

A Note on Passives in GPSG.

PUB DATE- Nov 86

NOTE- 9p.; In: York Papers in Linguistics No. 12, 1986; see FL 017 027.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Comparative Analysis; *English; Foreign Countries;
*Grammatical Acceptability; *Linguistic Theory; *Phrase Structure;
Polish; Semantics; Structural Analysis (Linguistics); Syntax;
*Transformational Generative Grammar; Uncommonly Taught Languages;
Verbs

IDENTIFIERS- *Passives

A discussion of passives in the context of generalized phrase structure grammar (GPSG) looks at two problems associated with a lexical rule that derives passive participles from active verbs. The first occurs with sentences whose main verb takes an NP and does not have a passive counterpart. This situation requires a more restrictive metarule, and one is proposed. The second problem occurs with impersonal passives, illustrated in both English and Polish. While an analysis of impersonal passives can be provided within GPSG, it is seen as an unsatisfactory solution, and the government binding framework is suggested as a more appropriate approach. (MSE)

ED 288 406

FL 017 046

Soja, Nancy N.

Color Word Acquisition: Conceptual or Linguistic Challenge.

PUB DATE- Aug 86

NOTE- 12p.; In: Papers and Reports on Child Language Development, Volume 25, August 1986; see FL 017 037.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Child Language; Classification; Cognitive Mapping; *Color; *Concept Formation; Inferences; *Language Acquisition; *Language Processing; Learning Processes; Linguistic Theory; Semantics; Toddlers; *Visual Perception; *Vocabulary Development

A study investigated children's difficulty in learning color words and attempted to determine whether the difficulty was perceptual, conceptual, or linguistic. The subjects were 24 two-year-olds, half with knowledge of color words and half without, and a similar control group. The experimental subjects were given conceptual and comprehension tasks for which the responses depended on color discrimination. In all cases, color was available as an inferential tool to the children who knew no color words, reducing the likelihood but not ruling out the possibility of a conceptual obstacle. However, children who knew color words appeared to do no better on the nonlinguistic color tasks than those without knowledge of color words. Possible explanations concern different kinds of linguistic or conceptual constraints at work. (MSE)

ED 288 421
HE 020 888

A Compilation of Federal Education Laws. Volume III--Higher Education. As Amended through December 31, 1986. 100th Congress, 1st Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Jul 87

NOTE- 446p.; Serial No. 100-J. For volume 1, see ED 268 620; for volume 2, see ED 287 237.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *American Indians; Black Colleges; College Buildings; College Libraries; Community Colleges; Disadvantaged; Economic Development; Educational Legislation; *Federal Aid; *Federal Legislation; Graduate Study; Grants; *Higher Education; Migrant Education; Navajo; Scholarships; *Science Instruction; Scientific Research; Student Financial Aid

IDENTIFIERS- *Higher Education Act 1965; *National Science Foundation
Presented is a compilation of federal legislation on higher education as amended through December 31, 1986 that covers general higher education programs, Native American higher education, the National Science Foundation, and assistance to specified institutions. The 11 titles of the Higher Education Act of 1965 are presented, along with the first and second Morrill Acts, the Bankhead-Jones Act, and the Harry S. Truman Memorial Scholarship Act. The following additional legislation/programs are covered: Navajo Community College Act, Tribally Controlled Community College Assistance Act of 1978, National Science Foundation Act of 1950, Howard University Endowment Act, Herbert Hoover Memorial, grants to Eisenhower College and to the Samuel Rayburn Library, Education Amendments of 1980, Public Law 98-480, Title III--Higher Education Projects; and Human Services Reauthorization Act, Title V--Higher Education and Research Project. (SW)

ED 288 464

HE 020 964

Financial Report on Ontario Universities, 1986-87. Volume II,
Affiliated and Federated Colleges and Universities. Report 87-6.
Council of Ontario Universities, Toronto. Research Div.
REPORT NO.- ISBN-0-88799-220-X

PUB DATE- Nov 87

NOTE- 261p.; For related documents, see HE 020 963-965.

AVAILABLE FROM- Council of Ontario Universities, 130 St. George
Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Budgeting; *Church Related Colleges; *Educational
Finance; *Expenditures; Financial Support; Foreign Countries;
*Higher Education; *Income; Operating Expenses; Private Colleges;
*Resource Allocation; School Funds; Universities

IDENTIFIERS- Canada; *Ontario

Data on the total revenue and expenses and changes in fund balances of the 22 church-related colleges, universities, and seminaries of Ontario are presented for the fiscal year ending 1987. The information is presented using consistent categories and definitions for all universities and colleges of Ontario. In addition to financial data for each institution, summary information for all schools on a consolidated basis are included. Statistical tables cover the following: combined revenue and expense and changes in fund balances, revenue by source and type of fund, percentage of operating revenue by source, expenses (all funds) by object and type of fund, actual operating expenses by object and functional area, general funds changes in appropriated fund balances, percentage analysis of total expenses by object of expense by institution, and percentage of operating expenses by functional area by institution. For institutional fund balances, details are provided on the amounts of expendable funds available within both the general and restricted fund categories. (SW)

McCauley, Lynne

Intellectual Skills Development Program. Annual Report, 1986-1987.

PUB DATE- 87

NOTE- 65p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Basic Skills; *College Students; Educational Testing; Faculty Development; Higher Education; *High Risk Students; Longitudinal Studies; Mathematics Skills; Outcomes of Education; Reading Skills; *Remedial Instruction; Screening Tests; *Student Evaluation; Writing Skills

IDENTIFIERS- *Western Michigan University

The 1986-1987 annual report on the Intellectual Skills Development Program (ISDP) at Western Michigan University is presented. The program is designed to identify new students who do not meet entry-level competencies in reading, writing, and mathematics, and to provide academic support for these students. In reviewing assessment policies and procedures, attention is directed to preenrollment communication with freshmen, the freshmen orientation testing program, and assessment instruments. Test and placement results for 1986 in reading, writing, and mathematics are presented, along with results of outcomes evaluations, including the number and percent of students showing competency in remedial courses in 1986-1987. Information is also provided on high school articulation and activities with special populations and programs. Faculty development activities are also addressed. Appendices include an organizational chart and flow chart for ISDP, a ISDP screening/assessment measures summary, and information on longitudinal studies of remedial students. (SW)

ED 288 590
JC 870 536

Richards, Donna

Telecourse Study Guide to "Here's to Your Health."

Dallas County Community Coll. District, Tex.

REPORT NO.- ISBN-0-8403-4616-6

PUB DATE- 88

NOTE- 260p.; A companion to the television lessons "Here's to Your Health," which were produced by KERA-TV, PBS, Dallas/Fort Worth/Denton, TX.

AVAILABLE FROM- Kendall/Hunt Publishing Co., 2460 Kerper Blvd.,
Dubuque, IA 52001 (\$13.95 per copy).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Community Colleges; *Diseases; *Health; *Health
Activities; *Health Education; Health Materials; *Life Style;
Mental Health; *Nutrition; Nutrition Instruction; Physical Health;
Study Guides; Telecourses; Two Year Colleges

IDENTIFIERS- *Acquired Immune Deficiency Syndrome

This study guide was prepared to accompany "Here's to Your Health," a telecourse focusing on lifestyle factors influencing health, which was designed to provide the tools necessary for achieving and maintaining an optimal, healthy lifestyle. For each of 27 lessons, the study guide presents learning objectives, an overview of content, study assignments, a list of key terms, textbook focus questions, television focus questions, optional exercises to improve one's health, a self-test, and an answer key. The lessons focus on: "Why We're Killing Ourselves"; depression; stress; sexual development "From Puberty to Menopause"; sex roles and sexuality; adolescent anxiety; aging; drinking problems; smoking; quitting smoking; street drugs and medicines; exercise; sports injuries; nutrition; obesity and dieting; sexually transmitted diseases; hypertension; heart attacks; heart attack prevention; causes of cancer; detection and prevention of cancer; cancer treatment; the gastrointestinal tract; back problems; over-the-counter drugs; talking to one's doctor; and environmental health. An appendix on

Acquired Immune Deficiency Syndrome is included. (EJV)

ED 288 634
PS 016 974

How To Start a Co-op. Together for Children: Cooperative Preschools.
Parent Cooperative Preschools International, Indianapolis, IN.

PUB DATE- 6 Mar 85

NOTE- 55p.; For other manuals in this series, see PS 016 975-976.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Committees; *Cooperation; Foreign Countries; *Parents;
Preschool Education; Records (Forms); *School Organization;
*Teachers

IDENTIFIERS- Canada; *Cooperative Preschools; United States

This compilation of materials and information serves as a step-by-step how-to guide to creating and building a parent cooperative preschool. After brief sections discussing where to begin and how cooperatives originated, contents explore basic considerations in planning, planning for community meetings, and the permanent organizational structure of a cooperative. Functions and responsibilities of permanent committees are described. These include: housing and licensing; membership and enrollment; publicity; incorporation, constitution, bylaws; personnel; finance; insurance; participation; fund-raising; equipment and supplies; educational standards; handbook; communications; hospitality and social activities; parent education; and orientation committees. Guidelines for maintaining operational continuity are listed. Nine appendices provide related materials, such as a credo, a sample enrollment form, a sample budget, an orientation plan, and lists of councils and responsible state and provincial child care agencies in the United States and Canada. (RH)

ED 288 677
RC 016 485

Barabe, Rosemeri; And Others

PATHWAYS: An Adult Basic Skills Reading Workbook, Level II.

Affiliation of Arizona Indian Centers, Inc., Phoenix.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED),
Washington, DC. Indian Education Programs.

PUB DATE- 87

NOTE- 145p.; For related documents, see ED 254 362 and RC 016
482-493.

GRANT- G008420037; G008610079

AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721
North Central Avenue, Suite 814, Phoenix, AZ 85004 (\$4.75 plus
shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Basic Education; Adult Reading Programs; American
Indian Culture; *American Indian Education; American Indian
Literature; *Reading Comprehension; Reading Instruction; *Reading
Skills; Relevance (Education); *Study Skills; Supplementary Reading
Materials; Tribes; *Vocabulary Skills; Word Study Skills;
Workbooks; Writing Instruction; Writing Skills

IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United
States (Southwest)

This workbook for adults learning basic reading, provides
culturally relevant instruction and practice organized under the
broad headings of word analysis, vocabulary, comprehension, and
study skills. Each unit contains a post-test and several lessons
devoted to specific skills. Lessons include instructions and
examples for the student and practice exercises in a variety of

formats--crossword puzzle, fill-in-the-blank, etc. Reading material
and exercises draw on the culture of Southwest Indian tribes and
include myths, legends, religious beliefs and ceremonies, poetry,
history, styles of clothing, dance, music, or art. Specific skills
in the word analysis section are consonant blends and digraphs,
vowel digraphs and diphthongs, root words and word endings, prefixes
and suffixes, contractions, and alphabetizing to three letters.
Vocabulary skills include sight words, compound words, context
clues, and synonyms and antonyms. The comprehension unit covers
following directions, sequencing in narration, identifying the main
idea, recognizing supporting details, drawing conclusions, and
identifying cause and effect. Use of the dictionary and reference
skills are reviewed in the study skills section. (JNZ)

Changing Economics in the South: Preparing Our Youth. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Nashville, TN, April 24, 1987).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 87

NOTE- 155p.; Portions of document contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; Computer Literacy; Dropout Prevention; Early Parenthood; *Economic Climate; Elementary Secondary Education; Employment Opportunities; *Employment Patterns; Futures (of Society); Government Role; High Risk Students; Job Skills; Policy Formation; Program Descriptions; *Regional Characteristics; Rural Education; Rural Urban Differences; School Business Relationship; Trend Analysis; Vocational Education; *Youth
IDENTIFIERS- Congress 100th; *Education Economy Relationship; *United States (South)

The House Select Committee on Children, Youth, and Families met in Nashville, Tennessee, to gather information on the education and employment futures of youth in the South. Testimony was heard from experts in education, training, and economic development. Organizations represented included universities in the region, adolescent dropout and pregnancy prevention programs, Oak Ridge Chamber of Commerce, Tennessee Council on Economic Education, Southeast Educational Improvement Laboratory, and the Tennessee State Board of Education. Topics addressed included the South's rapid population growth, high rate of poverty among children, high unemployment among youth, increase in low-wage jobs, rate of job loss, decline in real earnings, and high dropout rates. Additional discussion dealt with increasing skill requirements for both new

and existing jobs, rural and urban economic differences, existing and projected employment opportunities, vocational education needs, and the impact of computers on job skills needed in the work place. This document provides a transcript of the hearing as well as prepared statements, letters, and supplemental materials. (JNZ)

Hanson, Robert W., Ed.

Science and Creation: Geological, Theological & Educational Perspectives.

REPORT NO.- ISBN-0-02-949870-8

PUB DATE- 87

NOTE- 224p.; Based on symposia presented at the Annual Meeting of the American Association for the Advancement of Science (Washington, DC, January 1982).

AVAILABLE FROM- MacMillan Publishing Company, 866 Third Avenue, New York, NY 10022 (\$27.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Collected Works - General (020)

DESCRIPTORS- Biology; *College Science; Conflict; *Controversial Issues (Course Content); *Creationism; *Evolution; Higher Education; Legislation; Moral Issues; Religion; Science and Society; Science Curriculum; Science Education; Science Instruction; *Secondary School Science; *State Church Separation; Values

This book provides working examples of how different teachers, scientists, and theologians have dealt with problems of "creation science" versus evolutionary concepts. A 1982 symposia on the topic of science and creation was so well received that the participants were asked to submit formal presentations; this book is a collection of these papers. The papers include: (1) "Introduction: Science or Belief, a False Dichotomy" (Robert W. Hanson); (2) "The Age of the Earth, of Life, and of Mankind: Geology and Biblical Theory versus Creationism" (James W. Skehan, S.J.); (3) "Science, Rationality, and the Creation/Evolution Dispute" (Dorothy Nelkin); (4) "Science versus Revealed Truth: Meeting the Challenge of Creationism in the Classroom" (Wayne Moyer); (5) "Creationism in Iowa: Two Defense Strategies" (Stanley Weinberg); (6) "Creationism in Kentucky: The Response of High School Biology Teachers" (William

E. Ellis); (7) "A Two-Model Creation versus Evolution Course" (William M. Thwaites); (8) "Educational Approaches to Creationist Politics in Georgia" (Kenneth Saladin); (9) "Creation, Evolution, or Both? A Multiple Model Approach" (Craig E. Nelson); (10) "Skepticism: Another Alternative to Science or Belief" (Stephen G. Brush); and (11) "The Creationism Issue: A Theologian's View" (Langdon Gilkey). Included in the appendices are "The Arkansas Creation Science Statute" (Act 590 of 1981) and "Creationism in Schools: The Decision in McLean versus the Arkansas Board of Education." (TW)

ED 288 358
FL 016 998

Collins, Maria Castellanos, Ed.
Handbook for Second Language Teachers.
Kansas State Dept. of Education, Topeka.

PUB DATE- 87

NOTE- 85p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Behavioral Objectives; Career Awareness; Classroom Techniques; Cultural Education; *Curriculum Design; Elementary Secondary Education; FLES; Grammar; International Educational Exchange; *Language Proficiency; Language Teachers; Professional Associations; Program Evaluation; Public Relations; Second Language Instruction; *Second Language Programs; State Curriculum Guides; State Standards; Teacher Evaluation

IDENTIFIERS- ACTFL ETS Language Proficiency Guidelines; *Kansas
A guide for Kansas foreign language teachers contains general information about language teaching techniques, materials, and needs, and specific proficiency-based objectives for three

instructional levels (novice, intermediate, and advanced). It is not language-specific and does not advocate a particular methodology, but is designed to answer common questions and concerns. Chapters address: the value of language study, careers using second languages, cultural enrichment, international exchange programs, public relations, pedagogical methods and approaches, basic language skills, foreign languages in elementary schools (FLES), language proficiency, the American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, state proficiency-based objectives based on the ACTFL guidelines, the scope and sequence of grammar and syntax instruction, program and curriculum evaluation, teacher self-evaluation, student course evaluation, student testing, suggestions for textbook evaluation, materials and equipment, and professional organizations. The curriculum guides for French, German and Spanish, which supplement this volume, suggest specific classroom activities that should contribute to meeting those proficiency-based objectives at the beginning, intermediate and advanced levels. (MSE)

ED 288 373
FL 017 013

Saville-Troike, Muriel

Private Speech: Second Language Learning during the "Silent" Period.

PUB DATE- Apr 87

NOTE- 13p.; In: Papers and Reports on Child Language Development,
Volume 26; see FL 017 001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Child Language; Children; Chinese;
*Cognitive Style; Comparative Analysis; Elementary Education;
*English (Second Language); *Interlanguage; Japanese; Korean;
Language Acquisition; *Learning Processes; *Limited English
Speaking; Preschool Education; Second Language Learning; Uncommonly
Taught Languages; Verbal Communication

IDENTIFIERS- *Silent Period (Language Learning)

A study investigated the hypothesis that during the "silent" period of second language learning, in which there is a dramatic drop in language directed to speakers of the second language, children not only passively assimilate second language input but also use private speech to actively integrate it. The study examined the learning strategies evident in the private speech of the youngest children (aged 3 to 5 years) in a group of 9 and contrasted them with the learning strategies used by the older subjects (aged 6 to 8). All subjects were native speakers of Chinese, Japanese, or Korean. Greater contrast was found in the quantity and quality of the older children's private speech relative to their learning

styles, either inner-directed or other-directed. (MSE)

ED 288 451
HE 020 947

Wagoner, Jennings L., Jr.

Choice: The Historical Perspective.

PUB DATE- 29 Apr 86

NOTE- 24p.; Paper presented at the Conference on Choice in Education
(Charlottesville, VA, April 29, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Opinions/Personal

Viewpoints/Position Papers/Essays (120) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; Educational Change; *Educational
History; Educational Opportunities; Higher Education; Private
Education; Protestants; *Public Education; *Religion; *Role of
Education; *School Choice; Values

The issue of choice in U.S. education is traced historically.

Consideration is given to the purposes of publicly supported education and reasons underlying the historic distinction between public and private education. It is suggested that the issue of choice concerns the rights and obligations of the individual and the state. The relationship between Jefferson's Enlightenment faith in natural religion, natural law, and government by majority rule is briefly considered. Jefferson supported the coexistence of public and private schools; however, public support was restricted to schools that were public in philosophy and governance. It is proposed that throughout much of the nation's history public schools have perpetuated what amounted to an established republican-Protestant civil religion. The view of Horace Mann and other reformers was that public education should be civic, moral, and nonsectarian, but nonsectarian in practice meant nondenominational Protestantism. Supreme Court decisions that have expressed support for religious and political diversity in relation to the established school system are identified, and current criticisms of public education are briefly considered. (SW)

Inside English: Journal of the English Council of California Two-Year Colleges; December 1975, and Spring 1976.

English Council of the California Two-Year Colleges.

PUB DATE- 76

NOTE- 14p.; This journal is printed in oversize form (11.5 x 14.5).

All pages have been photographically reduced by ERIC to standard size (8.5 x 11) before microfiling. For the complete archival compilation of volumes 1-13 of "Inside English," see ED 272 238.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accreditation (Institutions); *College English; College Faculty; Community Colleges; Educational Testing; English Curriculum; *English Instruction; *Remedial Instruction; Student Placement; Two Year Colleges; Two Year College Students; *Writing Exercises; Writing Instruction; *Writing Skills

Designed primarily for English faculty at two-year colleges in California, "Inside English" includes articles on major instructional, curricular, administrative, and employment issues of concern to teachers in the field as well as information on the activities of the English Council of the California Two-Year Colleges (ECCTYC). The December 1975 and Spring 1976 issues contain

the following feature articles: (1) "College English Classes--Relevant Again?" by Ann Clutinger, which points to the ways in which composition classes are relevant for all college students, regardless of their majors; (2) "A Disturbing Time for College English," by Don Snepp, which points to the dangers posed by the clash between the public's demand for better education and the worsening state of educational economics; (3) "Testing Reading: A New Year's Resolution," by James Duggins, which reports on difficulties in reforming entrance testing and screening practices; (4) "Essay Testing As Placement Testing Device? It May Work," by Judy Hertz, which describes the development and use of an essay test for writing placement at San Bernardino Valley College; (5) "A Peer Sounds Off," by Michael Seely, which offers reflections on first-year college students' composition skills; (6) "Student Writing without Tears," by Masha Z. Jewett, which describes the use of a journal as a pre-writing experience for remedial students; and (7) "Writing Skills Workshop: A Permanent Success," by Joyce Jaffee, which describes West Los Angeles College's writing workshop based on peer tutoring. (AYC)

Boyer, Ernest L.
The Early Years and the Nation's Future.
National Press Club, Washington, DC.
PUB DATE- 4 Sep 86

NOTE- 14p.; Address delivered at the National Press Club (Washington, DC, September 4, 1986). Reprinted in cooperation with the National Association of Elementary School Principals.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Basic Skills; *Educational Change; *Educational Policy; Elementary Education; Research Needs; *School Organization; *Social Problems; *Urban Education

Not all of America's public schools have benefited from recent efforts to improve education, because the problems of schools and of their communities are deep and complex. By 2000, when one of every three pupils in the public schools will be nonwhite, America's major cities could become an educational Third World. To

avoid a deepening crisis, Americans must recognize that poverty and malnutrition are connected to student performance. Schools must give top priority to early education, especially to language and, in particular, to the English language. Every school district should organize a primary school unit called the Basic School. The goals of the Basic School would be to assure that every child reads with understanding, writes with clarity, and effectively speaks and listens. Basic School grade levels would be blurred, class size would be small, the school schedule would conform to changing family and work patterns, and the school would offer prekindergarten programs, after-hour workshops, and summer sessions. New enrichment programs financed by parents and the State, called the Extended School, would supplement the Basic School and provide extra services for special and at-risk children. Generally, schools should also broaden their criteria for student potential, while researchers deepen and extend their studies of children's intelligence and how they learn. (RH)

ED 288 619
PS 016 938

Leigh, Cindy; And Others
Understanding the Kindergarten Curriculum. A Staff Development Guide.
Mississippi State Dept. of Education, Jackson. Bureau of School
Improvement.

PUB DATE- Jun 87

NOTE- 35p.; For a related guide, see PS 016 937.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Educational Objectives; *Elementary School Curriculum;
*Instructional Development; Instructional Materials; *Kindergarten;
Primary Education; Staff Development; State Curriculum Guides;
State Programs; Transparencies; Workshops

IDENTIFIERS- *Mississippi

Provided in this guide are workshop materials which present an
overview of the kindergarten curriculum and provide designs for

transparencies for use in instruction. The overview discusses: (1)
areas of learning in the kindergarten, including learning of
knowledge, skills, dispositions (i.e., attitudinal habits), and
language; (2) intellectual development in the kindergarten; (3)
teaching through units or topics; and (4) planning a unit of study
by choosing a topic, outlining the curriculum, developing concept
statements, developing content projects and activities, structuring
the content, organizing the children, and anticipating problems.
Approximately one-half of the guide consists of transparencies. (RH)

ED 288 650
PS 017 001

Sharma, Adarsh; Khosla, Renu
Play and the Young Child: An Indian Experience.

PUB DATE- Jul 87

NOTE- 16p.; Paper presented at the World Council and Seminar (Oslo, Norway, July 30-31, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Childhood Interests; Childhood Needs; *Developing Nations; Federal Legislation; *Federal Programs; Foreign Countries; *Government Role; Intervention; *Play; *Poverty; *Social Change; Sociocultural Patterns; Urbanization

IDENTIFIERS- *India

Traditionally, the Indian child has been cherished and reared with an approach to parenting characterized by an easy pace, the absence of set rules, and permission to play freely within the matrix of a large, joint family. Rough toys, fashioned by local craftsmen, have been handed down from generation to generation. But today, India is beset with the problems of increased population, poverty, and

illiteracy. Resulting socio-economic conditions are catapulting children into a premature adulthood by forcing them to work instead of play. Relatively more educated parents prod their children to be winners of the cut-throat competition for schools and employment, thereby encroaching on their children's play time. Nonetheless, in the time remaining at their disposal, Indian children can be seen to be actively engaged in play and at their creative best in their manipulation of available resources in the play environment. Governmental child welfare intervention programs such as the Integrated Child Developmental Services scheme, the Bal Bhawan Kendras, and the Toy Bank, by providing stimulation and opportunities for overall development, seek to restore to Indian children their right to play. (RH)

ED 288 664
RC 016 453

Bennett, Austin E.
Reflections on Community Development Education.
Northeast Regional Center for Rural Development, University Park, PA.
PUB DATE- 86

NOTE- 64p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Change Agents; *Change Strategies; Community
Characteristics; *Community Development; *Group Activities; Leaders
Guides; *Leadership Responsibility; *Problem Solving; Rural
Development

IDENTIFIERS- *Community Development Specialists; *Educator Role;
Process Analysis

This text is intended as a basis for community development
educators to increase their understanding of the elements of
community development, assess systematically the strengths and
weaknesses of a community development situation, examine one
approach to community development education and the principles from

which it grew, and gain confidence in their ability to practice
community development education. It is based upon the assumptions
that community development is the organized action of groups of
people to bring about social and economic change, that community
development is group behavior that can be learned, and that
thoughtful study of the community development process by the group
in which it occurs can lead to improving its effectiveness. The
booklet includes discussion of attitudes, values, and perceptions
found in all communities that influence how decisions are made. The
decision-making, problem-solving structure and process that exist
in a community are examined. Tasks involved in problem definition,
goal-setting, and solution-finding are presented. Finally, the role
of the educator as a temporary community member, consultant,
process technician, and facilitator are considered. An annotated
bibliography identifies sources of information and concepts. (NEC)

ED 288 720
SE 048 732

Liao, T. R., Comp.
Science and Technology in China. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for
Science and Technology.

REPORT NO.- TB-87-5

PUB DATE- Jun 87

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Historical
Materials (060)

DESCRIPTORS- Books; Citations (References); *Foreign Countries;
Guides; Periodicals; *Reference Materials; *Science and Society;
Science History; Technological Advancement; *Technology; Textbooks
IDENTIFIERS- *China

This guide to the literature on current and historical developments in science and technology in China is not intended to be a comprehensive bibliography. It is designed to provide the reader with a set of resources that can be used to focus on the topic. The document lists the subject headings used by the Library of Congress in cataloging information on science and technology in China. It also contains citations of materials categorized as: (1) brief introductions; (2) basic texts; (3) additional titles; (4) handbooks and encyclopedias; (5) other bibliographies; (6) conference proceedings; (7) government publications; (8)

abstracting and indexing services; (9) journal articles; (10) technical reports; and (11) additional sources of information. (TW)

Farkouh, Alice; And Others
Advanced Placement Computer Science (with Pascal). Teacher's Guide.
Volume 1. Second Edition.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum
and Instruction.
REPORT NO.- CURRIC-00-6090-40; ISBN-88315-571-0
PUB DATE- 85
NOTE- 237p.; First edition no longer in print.
AVAILABLE FROM- New York City Board of Education, Div. of Curriculum
and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY
11201 (\$12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not
Classifiable Elsewhere) (999)

DESCRIPTORS- *Advanced Placement; College Science; Computer Literacy;
*Computer Science; Computer Uses in Education; Course Content;
Courseware; Higher Education; *Programming; Programming Languages;
*Science Activities; Science Education; Science Instruction;
*Secondary School Science

IDENTIFIERS- *PASCAL Programming Language

The purpose of this guide is to give teachers and supervisors a
working knowledge of various approaches to enhancing pupil learning
about computer science, particularly through the use of Pascal. It
contains instructional units dealing with: (1) computer components;
(2) computer languages; (3) compilers; (4) essential features of a
Pascal program; (5) Pascal variables; (6) data types and constants;
(7) real and integer data types; (8) character and Boolean data
types; (9) standard or built-in functions; (10) IF-THEN statements;
(11) IF-THEN-ELSE control structures; (12) nested IF-THEN-ELSE
statements; (13) programs involving IF-THEN-ELSE statements; (14)
REPEAT-UNTIL structures; (15) WHILE-DO statements; (16) FOR-DO
statements; (17) CASE statements; (18) standard files, input and
output; (19) Eof and Eoln functions; (20) stepwise refinement; (21)
inventory management; (22) functions; (23) local variables and side
effects; (24) procedures without parameters; (25) procedures with
parameters; (26) parameters in procedures and functions; (27) scope
of an identifier; (28) forward references; (29) top-down design;
(30) programming methodology; (31) program correctness; (32)
recursive functions, part 1; (33) recursive function, part 2; (34)
indirect recursion; (35) the Towers of Hanoi problem; (36)
iteration vs. recursion; (37) user-defined scalar types; and (38)
subrange types. (TW)

ED 288 436
HE 020 932

Guaranteed Student Loans. Legislative and Regulatory Changes Needed to Reduce Default Costs. Report to Congressional Requesters. General Accounting Office, Washington, D.C. Div. of Human Resources. REPORT NO.- GAO-HRD-87-76
PUB DATE- Sep 87
NOTE- 64p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (prepaid; first 5 copies free; additional copies \$2.00 each; 25% discount on orders for 100 or more copies

mailed to a single address).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Role; Change; *College Students; Credit (Finance); *Federal Legislation; *Federal Regulation; Higher Education; *Loan Repayment; Program Costs; *Student Loan Programs
IDENTIFIERS- Debt (Financial); Debt Collection; Department of Education; *Guaranteed Student Loan Program; Guaranty Agencies; *Loan Default

The loan collection practices and procedures of guaranty agencies and ways to reduce default costs were assessed by the U.S. General Accounting Office at the request of Congress. Questionnaires were completed by 58 guaranty agencies and visits were made to eight agencies. Before revised regulations were issued by the U.S. Department of Education in November 1986, each guaranty agency was allowed to establish its own collection practices, and the agencies' collection practices varied. The revised regulations required all agencies to pursue five specific actions to collect defaulted loans. These steps, pertaining to the type and frequency of collection attempts, should help to reduce federal default costs. Legislative actions taken in 1986 include a requirement for defaulters to pay reasonable collection costs and reporting to credit bureaus about the borrowers' loans and repayment patterns. Additional suggestions concerning loan collection are presented. Appendices include: examples of major legislative changes to the Guaranteed Student Loan Program and comments from the Department of Education, the Internal Revenue Service, and the National Council of Higher Education Loan Programs, Inc. (SW)

ED 288 479
HE 021 007

Davidson, Barry S.
Residency Decisions: Another Look.
PUB DATE- 87
NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Decision Making; Dependents; Disclosure; Fees; Higher Education; Information Needs; *In State Students; *Out of State Students; Records (Forms); *Residence Requirements; *School Policy; *Tuition

The process of determining student's residency status for fee payment at the University of Nevada-Reno is described and supplemental information forms that are used at the university are included. At the University of Nevada-Reno, residency decisions are the responsibility of admissions office professional staff. The university has a formal nonresident fee appeal procedure to address exceptional cases. The supplemental information forms that are used to make residency decisions are particularly helpful with military dependents and spouses and family dependents. These forms have improved processing and decreased the number of cases being referred to the residency appeals board. The forms concern: requests to meet with the Residency Appeals Board, Residency Appeals Board Brief, information on student full-time employment, and military dependent supplemental information. (SW)

ED 288 493
IR 012 884

Lesgold, Alan M.

Toward a Theory of Curriculum for Use in Designing Intelligent Instructional Systems.

Pittsburgh Univ., Pa. Learning Research and Development Center.

SPONS. AGENCY- Office of Naval Research, Washington, D.C.

Psychological Sciences Div.

REPORT NO.- UPIIT/LRDC/ONR/LSP-2

PUB DATE- 3 Aug 87

NOTE- 51p.

GRANT- N00014-83-K-0655; NR-66; 524

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Artificial Intelligence; *Cognitive Processes;

Cognitive Psychology; *Computer Assisted Instruction;

*Instructional Design; *Learning Theories; *Programed Tutoring

IDENTIFIERS- Gagne (Robert M)

Arguing that goal knowledge is as important to intelligent machine activity as it is to human activity, and that it also must be well understood and explicitly represented in an instructional system if that system is to be successful in fostering learning, this report presents an architecture for intelligent tutors that explicitly represents curriculum or goal knowledge, as well as target (expert) knowledge and knowledge of the individual trainee's aptitude. This is seen to be a first step toward a theory of curriculum that can inform the design of such systems. The later part of the report focuses on the concept of "prerequisite," which is the basis for existing computer-assisted instruction; shows how that concept has been inadequate in the past; and introduces a new approach, in which the prerequisite relationship is always dependent on the instructional subgoal (curriculum) context. Ten figures illustrate the text and 21 references are provided. (RP)

Tanenbaum, Morris

Regulatory Reform: Low Risk, High Promise.

PUB DATE- 28 Sep 87

NOTE- 10p.; Paper presented at the Airlie House Telecommunications Policy Research Conference (Airlie, VA, September 28, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change Strategies; *Federal Regulation; Government Role; Technological Advancement; *Telecommunications; *Telephone Communications Industry

IDENTIFIERS- American Telephone and Telegraph Company; *Federal Communications Commission; *Market Economy; Regulatory Agencies

The press of telecommunication technologies and their progeny have

undermined the natural monopoly basis for long distance telecommunications and customer premise products, forced open regulatory doors, toppled barriers to market entry, and led to the reshaping of regulatory philosophy as regulators have seen new, wider horizons for the industry. The prevailing regulatory stance was to foster competition wherever possible and to restrain the traditional carriers, particularly the Bell System. The Federal Communications Commission (FCC) has challenged this basic premise in formulating a proposal to eliminate regulation of profits and shift to regulation of prices, suggesting price caps as the most promising mechanism. This affirms the marketplace as the prime regulator, even of the American Telephone and Telegraph Company. This new regulatory thrust, as described in the FCC's Notice of Proposed Rulemaking, recognizes that quantitative and qualitative changes have taken place in the marketplace that require like changes in regulatory policy. (RP)

ED 288 523

IR 052 138

Scott, Sharon; And Others
Common Bibliographic Standards for Baylor University Libraries.
Revised.
Baylor Univ., Waco, Tex.
PUB DATE- Jan 87

NOTE- 66p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Legal/Legislative/Regulatory Materials
(090)

DESCRIPTORS- *Cataloging; *Classification; *College Libraries;
Guidelines; Higher Education; *Library Standards; *Library
Technical Processes

IDENTIFIERS- *Baylor University TX

Developed by a Baylor University (Texas) Task Force, the revised policies of bibliographic standards for the university libraries provide formats for: (1) archives and manuscript control; (2) audiovisual media; (3) books; (4) machine-readable data files; (5) maps; (6) music scores; (7) serials; and (8) sound recordings. The task force assumptions in creating these formats and recommendations for future cataloging development for the university are also provided, as well as nine appendices: (1) an explanation of the Baylor University shelflist/inventory data field; (2) OCLC holding symbols; (3) location designation for OCLC profiling; (4) Moody Memorial Library Catalog Department Cataloging and Input Standards 1985; (5) Cutting procedures; (6) the Thesis and Dissertation Classification Scheme, including an example; (7) the Music Library Classification Schemes; (8) a Russian Transliteration Table; and (9) definitions. (RP)

Baker, Sharon L.
Exploring the Use of "Output Measures for Public Libraries" in North Carolina Public Libraries.

SPONS. AGENCY- North Carolina Library Association.

PUB DATE- Aug 87

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adoption (Ideas); *Evaluation Criteria; *Library Administration; *Library Planning; Library Services; *Library Standards; Library Surveys; Long Range Planning; Operations Research; *Public Libraries; Research Methodology; Use Studies
IDENTIFIERS- Library Directors; *North Carolina; *Output Measures for Public Libraries

This study was designed to determine: (1) whether the 5-year planning cycle described in the 1980 manual "A Planning Process for Public Libraries" is being used in North Carolina's public libraries; (2) whether output measures described in a second publication released in 1982 are being collected in the state's public libraries; (3) the levels of performance that are being achieved on the various output measures; and (4) whether variations in selected measures are associated with other underlying factors. The supposition that larger libraries should be adopting such innovations in planning and accountability as the methods described in "A Planning Process for Public Libraries" and "Output Measures for Public Libraries" at a faster rate than smaller libraries is also examined. Based on an analysis of the responses of 61 North Carolina libraries to a questionnaire distributed to the 106 library directors in the state, study results indicate that a quarter of the directors were using the recommended 5-year planning cycle, fewer than half of the directors were using at least some of the output measures, and no library collected data on all of the measures. It was tentatively concluded that North Carolina libraries appear to be following a national pattern of non-use of the two manuals, and it is recommended that steps be taken so that public libraries in North Carolina will recognize the importance of planning and evaluation. Study results are presented in nine tables, and nine footnotes are provided. (KM)

ED 288 552
IR 052 220

Data Acquisition Plan, 1987-1988.

Connecticut State Board of Education, Hartford.

PUB DATE- 87

NOTE- 95p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Data Collection; *Educational Administration;

Educational Assessment; *Educational Planning; *Records (Forms);

School Districts; *State Departments of Education; Superintendents;
Tables (Data)

IDENTIFIERS- *Connecticut State Department of Education; Paperwork
Reduction

Designed as a concerted effort to control the paperwork and reduce the number of data collection reports required by the Connecticut State Department of Education, this report lists the forms the department will use in the 1987-88 school year to collect data on the condition and the progress of education in Connecticut. An introductory discussion describes the results of coordinating data collection, provides an assessment of reporting requirements, and includes explanatory notes for the tables in the report. The report itself is divided into four parts: (1) a listing of Department of Education forms grouped as follows: to forms required of all superintendents this school year, forms required on a schedule longer than one year, forms required of some superintendents as needed, and forms required of other respondents; (2) a listing of the forms required of local school districts by agencies other than the State Department of Education; (3) a numerical listing of all forms required of local school districts, including all forms listed in Parts 1 and 2; and (4) a September to August calendar, listing forms according to their due dates. Each list includes the state due date, local contact person, form type, need, form number, form name and justification, state contact person, and telephone number. (KM)

ED 288 390
FL 017 030

Calder, Jonathan
Reduplicated Constructions in Chinese and Questions of Generative Power.

PUB DATE- Nov 86

NOTE- 25p.; In: York Papers in Linguistics No. 12, 1986; see FL 017 027.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Context Free Grammar; English; Foreign Countries;
*Linguistic Theory; *Mandarin Chinese; *Phrase Structure;
Questioning Techniques; Research Methodology; Semantics; Structural
Analysis (Linguistics); *Syntax; *Transformational Generative
Grammar; Uncommonly Taught Languages; Verbs

A study of problems posed by Mandarin Chinese data for modern linguistic theory focuses on the reduplication involved in the "A-not-A" construction. The Mandarin data and its possible descriptions are used to investigate the question of whether context-free languages are adequate to describe certain linguistic data. These data constitute a case against the claims of Generalized Phrase Structure Grammar. (MSE)

Pattison, Pat

The Communicative Approach and Classroom Realities.

PUB DATE- Apr 87

NOTE- 17p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Techniques; *Communicative Competence (Languages); Elementary Secondary Education; Foreign Countries; *Language Skills; Language Teachers; *Modern Languages; *Oral Language; Second Language Instruction; Surveys; Teacher Attitudes

IDENTIFIERS- *Communicative Approach; *Europe

A study investigated the teaching of oral communication skills in European modern language instruction. The study had three objectives. The first was to find out if students see foreign language learning as learning to speak a language, by surveying English, Dutch, French, and Austrian schoolchildren. Results suggest that most of the students wish to use the second language for oral communication, enjoy speech practice more than work with any other language skills, and enjoy speech with communicative aspects more than repetitive or formal work. The second objective was to develop simple criteria by which to measure the communicative quality of classroom oral practice. These were drawn from observations and comparisons of: (1) standard oral practice in many classrooms; and (2) characteristics of genuine communication between native and non-native speakers outside the classroom. Materials incorporating the characteristics of genuine communication occurring outside the classroom were also sought out. The third objective was to discover teacher reactions to those materials and their observations of the materials' effects on students. The results are presented and their implications for classroom teaching with the communicative approach are discussed. (MSE)

ED 288 422
HE 020 889

Malitz, Gerald S.

A Classification of Instructional Programs (CIP).

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-87-308

PUB DATE- 87

NOTE- 211p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reference Materials - Vocabularies/Classifications (134)

DESCRIPTORS- *Classification; Codification; *College Programs;
*Courses; Definitions; Degrees (Academic); Elementary Secondary Education; *Postsecondary Education

IDENTIFIERS- *Classification of Instructional Programs

An update of the Classification of Instructional Programs (CIP), a taxonomy for instructional programs at all levels (elementary to graduate, though primarily postsecondary) is presented. CIP, which was developed by the U.S. Department of Education's Center for Education Statistics (CES), is used in all CES surveys and is the accepted government standard for education information surveys. One part of the CIP is for program purpose; it distinguishes whether the program culminates in a formal award and reflects the way colleges collect and report data on program enrollment and completion. The second part of the CIP is for program category; it distinguishes programs by type of college program or specialization. Uses of CIP are identified and the concepts of instructional programs and subject matter are discussed. Definitions of subject fields are included, along with a list of changes in this edition from the 1981 edition. To provide continuity with classifications previously in use, cross references are provided between CIP and the Higher Education General Information System Taxonomy. Categories of the classification that are recognized as occupationally specific programs are also appended. An index is included that lists all six-digit program entries. (SW)

Financial Report on Ontario Universities, 1986-87. Volume III,
Physical Plant Operating Expenses. Report 87-6.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-221-8

PUB DATE- Nov 87

NOTE- 39p.; For related documents, see HE 020 963-964.

AVAILABLE FROM- Council of Ontario Universities, 130 St. George
Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Building Operation; Campuses; *College Buildings;

*Educational Finance; Foreign Countries; *Higher Education;

*Maintenance; *Operating Expenses; State Universities

IDENTIFIERS- Canada; *Ontario

Physical plant costs charged to the operating fund of the provincially-assisted universities of Ontario for fiscal year ending 1987 are presented. Attention is directed to physical plant costs that are incurred in relation to the basic academic and academic support activities of each university. Statistical data are presented on the following: physical plant operating expenses by function and object of expense, plant operating expenses by function and institution, plant operating expenses by institution and object of expense, percentage of total physical plant operating expenses by function and object of expense, percentage of plant operating expenses by object of expense by function, percentage of plant operating expenses by function by institution, percentage of plant operating expenses by object of expense by institution, breakdown of utilities and other physical plant operating expenses by institution, gross square metres and utilities rates by institution, and unit costs of physical plant operating expenses by institution. Guidelines and definitions are presented that were accepted by the Ontario Association of Physical Planning Administrators and the Committee of Finance Officers--University of Ontario. (SW)

ED 288 577
JC 870 465

Kintzer, Frederick C.

The Multidimensional Problem of Articulation and Transfer. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 83

NOTE- 6p.

CONTRACT- 400-83-0039

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; *Foreign Students; Higher Education;

*Intercollegiate Cooperation; *Transfer Policy; Two Year Colleges IDENTIFIERS- ERIC Digests; *Reverse Transfer Students

Transfer (i.e., the movement of students and of their academic credits from one school to another) and articulation (i.e., services for transfer students) can no longer be thought of solely in terms of the linear progression of community college students to four-year institutions. While definitions and counting procedures vary considerably among institutions and states, several categories of transfer students can be roughly identified: (1) articulated vertical transfers, who move in regular sequence from high school to community college to university; (2) reverse transfers, who move from a four-year college to a two-year college; (3) vocational transfers, who move to a senior institution as a career/occupational degree candidate; (4) lateral transfers, who move from one community college to another; (5) international transfers, who transfer from a foreign institution; and (6) nontraditional transfers, including adults who return to college after years of "stopping out," applicants who received earlier training at a proprietary school, and applicants from educational programs in industry or government. Valid articulation/transfer agreements will depend on further research into the development of uniform identification and counting systems that can be used by all institutions in identifying and tracking various types of transfer students. (EJV)

ED 288 635
PS 016 975

Siska, Heather Smith
Health and Safety in the Preschool. Together for Children:
Cooperative Preschools.

Parent Cooperative Preschools International, Indianapolis, IN.

PUB DATE- 6 Mar 85

NOTE- 32p.; Printed on colored paper. For other manuals in this series, see PS 016 974-976.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Accidents; Diseases; Guidelines; *Health; *Parents;
*Preschool Children; *Safety; *Standards; *Teachers

IDENTIFIERS- *Cooperative Preschools

The intent of this manual is to present health and safety standards and procedures for the special environment of cooperative preschools, where both teacher-supervisors and parents are present and responsible for the well-being of the children. After a brief discussion about meeting environmental standards, child health is investigated in terms of general considerations, immunization, exceptional children, consultants, allergies and medications, and unusual circumstances. Child illness is subsequently discussed in terms of general considerations, communicable diseases, and recuperation. Health and illness of teacher-supervisors and parents are also discussed. Concluding the discussion of health are sections on exposure of children to good health habits; pets in the classroom; and parent education. Safety is considered in terms of principles, legal responsibilities, insurance coverage, and, extensively, safety standards. Standards concern supervision; conduct of children; indoor and outdoor facilities; equipment and its use; clothing; food; harmful supplies; pets; transporting children; parking lots; accidents; fire; civil defense; and parent education. Appendices provide a guide to constructing a first aid kit; a list of recommended texts on basic first aid; and a reprint of an article concerning preparation for accidental injuries. (RH)

ED 288 374
FL 017 014

van Hoek, Karen; And Others
Morphological Innovation in the Acquisition of American Sign
Language.

PUB DATE- Apr 87

NOTE- 10p.; In: Papers and Reports on Child Language Development,
Volume 26; see FL 017 001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Sign Language; *Child Language; Children;
Deafness; *Error Patterns; *Language Acquisition; Language
Processing; Language Usage; Learning Strategies; *Morphology
(Languages); Spatial Ability; Story Telling; Syntax; *Verbs; Visual
Stimuli

A study examined aspects of the acquisition of spatialized morphology and syntax in American Sign Language (ASL) learned natively by deaf children of deaf parents. Children aged 2 to 8 were shown story books to elicit narratives, and the resulting use of verbs contained morphological forms not appearing in adult grammar. Analysis of the creative errors in this class of verbs suggests that in acquiring the spatial syntactic system of ASL, the children are faced with the problem of learning a class of verbs incorporating body classifiers--with special requirements regarding complementation and reference. Until the interaction of this verb class with the morpho-syntactic subsystems in the language is mastered, the children use the verbs incorrectly but use other linguistic devices available to them, such as word order and innovative use of the principle of spatial contrast. (MSE)

ED 288 591

JC 870 537

Cohen, Arthur M.

Dateline '79: Heretical Concepts for the Community College.

PUB DATE- 69

NOTE- 235p.; Published by Glencoe Press.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Books (010)

DESCRIPTORS- *College Curriculum; *College Instruction; *College Role; *Community Colleges; *Curriculum Development; Educational Change; Educational History; Educational Improvement; *Instructional Improvement; Models; Two Year Colleges

In this book, a direction is proposed for the community/junior college whereby the college may better serve its students and community by employing current knowledge of effective instruction. Because the junior college takes pride in being a "teaching institution," the text deals particularly with the history and current status of curriculum and instruction. The book is divided into four sections. Part 1 presents a paradigmatic picture of the community college as it might look in 1979, offering a model of a "self-renewing institution" with a flexible curriculum built on a firm instructional base. Part 2 traces the history of curricular and instructional practices in junior colleges and attempts to address issues related to the continuing interest in instructional innovation, and calls for curricular experimentation. Part 3 relates the model college of 1979 to its current counterpart, suggesting and extending arguments for making the transition. Part 4 examines a defined-outcomes approach to teaching and learning. (EJV)

Fagen, Jeffrey W.; And Others
Infant Long-Term Memory for a Conditioned Response and Intelligence
Test Performance at 2 Years of Age.

PUB DATE- Apr 87

NOTE- 16p.; Paper presented at the Biennial Meeting of the Society
for Research in Child Development (Baltimore, MD, April 23-26,
1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Infants; Intelligence Quotient; Longitudinal Studies;
*Long Term Memory; *Operant Conditioning; *Predictive Measurement;
Predictor Variables; *Toddlers

To find predictive relations between measures taken in infancy and later scores on intelligence tests, a study was made that measured in the infant those cognitive processes examined later in life. Operant conditioning tasks were employed which required 3-, 7-, and 11-month-old infants to execute some response to produce an environmental consequence. At each age, infants received 2 days of training separated by 24 hours and a retention test session 7 or 14 days later. Measures of retention were based upon the number of responses emitted during specific nonreinforcement phases. Subjects were 41 full-term middle class Caucasian infants who were tested with the Bayley Mental and Motor Scales of Infant Development approximately 1 week following retention test sessions and the Bayley Scales and the Stanford-Binet Intelligence Test at 27 months of age. The two measures of retention were correlated at all four ages, but they were not correlated with Bayley Scale scores. Retention measures were significantly correlated between 3 and 7 and 7 and 11 months. Significant positive correlations were obtained between retention measures at each age and Stanford-Binet and Bayley Mental scores at 27 months, with one exception. Findings suggested that infant memory is a relatively stable component of infant cognition that is related to later intelligence. (RH)

ED 288 651
PS 017 002

Seifert, Kelvin
Men in Early Childhood Education. Research and Information Report.
Third Draft.
Manitoba Univ., Winnipeg. Dept. of Educational Psychology.
PUB DATE- [86]
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Choice; *Early Childhood Education; Foreign
Countries; *Males; Teacher Behavior; Teacher Characteristics;
*Teachers; *Teaching (Occupation); Work Environment
The argument is presented that men do not avoid careers in early
childhood education simply because they lack commitment to or care
little for young children; rather, they avoid such work because
economic conditions in early childhood education are poor and the
potential of men to contribute to the field is not well understood
by educators. Subtopics addressed include the potential for male
involvement in the education of young children, the rationale for
including men in the profession, the qualities of male teachers of
young children, additional reasons for low levels of male
involvement, and the future prospects for men in early childhood
education. (RH)

Barabe, Rosemeri; And Others

PATHWAYS: An Adult Basic Skills Reading Workbook, Level III.

Teacher's Guide.

Affiliation of Arizona Indian Centers, Inc., Phoenix.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED),
Washington, DC. Indian Education Programs.

PUB DATE- 87

NOTE- 40p.; For related documents, see ED 254 362 and RC 016 482-493.

GRANT- G008420037; G008610079

AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721
North Central Avenue, Suite 814, Phoenix, AZ 85004 (\$4.95 plus
shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; Adult Reading Programs; American
Indian Culture; *American Indian Education; American Indian
Literature; *Course Content; Course Objectives; *Reading
Comprehension; Reading Instruction; *Reading Skills; Relevance
(Education); Sequential Approach; Study Skills; Supplementary
Reading Materials; *Teaching Methods; Tribes; Units of Study;
Vocabulary Skills; Word Study Skills; Writing Instruction; Writing
Skills

IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United
States (Southwest)

Written to accompany the Adult Basic Education (ABE) Level III
reading skills workbook of the PATHWAYS Curriculum, this teacher's
guide contains brief explanations of the various skills presented
in the workbook, suggested teaching strategies, answers to workbook
exercises, and a list of available commercial materials that may be
used to supplement the exercises. Lessons are grouped under the
unit topics of word analysis, vocabulary, comprehension, and study
skills. Units contain a total of 15 lessons, each addressing a
specific skill such as root words, prefixes and suffixes, compound
words, context clues, drawing conclusions, identifying cause and
effect, use of the dictionary, and map and graph reading. The

teaching strategies for each lesson include ways to clarify
information for students, provide additional practice, and
facilitate participation in group activities. The preface describes
the organization of the series of six ABE reading and writing
workbooks stressing that the books provide a sequential, systematic
approach to adult basic education and contain material based on the
culture of Indian tribes of the Southwest. (JH2)

ED 288 691
RC 016 504

Lamm, Carol; And Others

Would You Like To Swing on a Star? Opportunities To Improve Education in Kentucky's Fifth Congressional District. A Report to the Shakertown Roundtable Conference on Economic Development and Education in Kentucky's Fifth Congressional District.

Mountain Association for Community Economic Development, Berea, KY.

PUB DATE- 23 May 86

NOTE- 103p.

AVAILABLE FROM- Mountain Association for Community Economic Development (MACEB), 210 Center Street, Berea, KY 40403.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Community Action; Community Development; Community Involvement; *Dropout Prevention; *Economic Development; Educational Quality; Elementary Secondary Education; Expectation; Financial Support; Interviews; Local Issues; Opinions; Parent Role; *Parent School Relationship; Politics of Education; *Rural Education; Rural Schools; School Business Relationship; *School Community Relationship; *School Support; Teacher Attitudes; Teacher Role

IDENTIFIERS- Education Economy Relationship; *Kentucky

Interviews conducted in Kentucky's Fifth Congressional District sought answers for improving educational quality in the district, which has the highest dropout rate, the lowest holding power, and the lowest standardized test scores in Kentucky. Members of the Mountain Association for Community Economic Development interviewed 155 people from 15 of the Fifth District's 27 counties, including 17 school superintendents, 3 school board members, 12 principals or other administrators, 27 teachers, 5 retired teachers, 26 business and professional people, 26 high school and college students, 33 parents, and 6 college administrators or professors. Several problem areas were identified: (1) home and school have low expectations for students; (2) poor communication between parents and school; (3) loss of community schools through consolidation; (4) inadequate teacher education programs; (5) destructive school politics; and (6) lack of funding, particularly local revenues. Those interviewed believed that the solutions to these problems lay in the creation of a Fifth District development and education organization which would bring schools, parents, and communities together to work toward the explicit goal of improving the opportunities for both education and economic development. (JHZ)

ED 288 705
SE 048 717

Lean, Geoffrey, Ed.

Radiation: Doses, Effects, Risks.

United Nations Environment Programme, Nairobi (Kenya).

REPORT NO.- ISBN-92-807-1104-0

PUB DATE- 85

NOTE- 68p.

AVAILABLE FROM- Jean-Clause Faby, United Nations Environment
Programme, 2 United Nations Plaza, New York, NY 10017 (Sales No.
E.86.III.D.4; \$10.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Ecological Factors; *Environmental Education; Global
Approach; International Cooperation; International Organizations;
Natural Resources; Quality of Life; *Radiation; Radiation Biology;
*Radiation Effects; *Risk; Science and Society; *Scientific and
Technical Information

Few scientific issues arouse as much public controversy as the effects of radiation. This booklet is an attempt to summarize what is known about radiation and provide a basis for further discussion and debate. The first four chapters of the booklet are based on the most recent reports to the United Nations' General Assembly by the United Nations Scientific Committee on the Effects of Atomic Radiation (UNSCEAR). These chapters deal with: (1) radiation and life; (2) natural sources of radiation; (3) human-made sources of radiation; and (4) the effects in humans of radiation. The final chapter is an attempt to discuss the issue of acceptability of risks from radiation, a subject not addressed in the UNSCEAR reports. (TW)

ED 288 721

SE 048 733

Ezkovich, Jan, Comp.

The Future: Science & Technology Enter the 21st Century. LC Science
Tracer Bullet.

Library of Congress, Washington, D.C. National Referral Center for
Science and Technology.

REPORT NO.- TB-87-8

PUB DATE- Sep 87

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Books; Citations (References); *Futures (of Society);
Guides; Periodicals; *Reference Materials; *Science and Society;
*Technology; Textbooks

Innovations in communications, space, medicine, and other technologies are sure to have an impact on the world of tomorrow and the way we view that world. This guide to the literature on future technology is not intended to be a comprehensive bibliography. It is designed to provide the reader with a set of resources that can be used to focus on the topic. The document lists the subject headings used by the Library of Congress in cataloging information on science and technology. It also contains citations of materials categorized as: (1) brief introductions; (2) basic texts; (3) additional titles; (4) handbooks and encyclopedias; (5) other bibliographies; (6) conference proceedings; (7) government publications; (8) abstracting and indexing services; (9) journal articles; (10) technical reports; and (11) additional sources of information. (TW)

ED 288 359
FL 016 999

Suggested Procedures for Meeting Needs of Limited English Proficient Students: Curriculum and Instruction.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Jul 86

NOTE- 77p.; For related documents, see FL 017 000, 071 020-021.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Bilingual Education Programs; Check Lists; Course
Content; *Curriculum Development; Elementary Secondary Education;
*English (Second Language); Language of Instruction; *Limited
English Speaking; *Program Development; Second Language
Instruction; *State Curriculum Guides; Statewide Planning

IDENTIFIERS- *Pennsylvania

Pennsylvania's guide to help school districts develop programs for limited English proficient (LEP) students outlines considerations in using two different approaches, bilingual education and English as a second language (ESL) instruction, at the elementary and secondary levels. The issues addressed include appropriate instructional methods, language of instruction, instructional materials, curriculum design, student evaluation, staffing, and transition to the regular classroom. Appended materials include a Philadelphia School District sample ESL schedule, a Lancaster School District skills checklist, a Harrisburg School District extended summer ESL program description, and readings on mainstreaming LEP students, implementing content-based English instruction, school district responses to the fluctuating LEP populations, second language instruction, secondary education for minority language students. Fourteen resources are listed. (MSE)

ED 288 437
HE 020 933

Health Manpower Shortage Area Designation Workshop, Volume I (New Orleans, Louisiana, November 5-7, 1986). Office of Data Analysis and Management Report No. 7-87.

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

REPORT NO.- ODAM-7-87

PUB DATE- Sep 87

NOTE- 202p.; For Volume II, see HE 020 934.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agency Role; Demand Occupations; Evaluation Criteria; Federal Government; Federal State Relationship; *Geographic Distribution; *Government Role; *Health Personnel; *Health Services; Higher Education; *Labor Supply; Physicians; Professional Associations; State Agencies

IDENTIFIERS- American Medical Association; *Health Manpower Shortage Areas; *Health Resources and Services Administration
Proceedings of the November 1986 Workshop on Health Manpower Shortage Area (HMSA) Designation are presented. The workshop was

designed to facilitate cooperative efforts among the different federal and state health agencies that are involved in the planning and delivery of health care services. The purpose of the workshop was to improve understanding and use of the HMSA designation criteria and guidelines and to solicit recommendations on how to improve the process and procedures. Contents include: a review of the mission and organization of the Health Resources and Services Administration, background information on health manpower shortage area designation, the current criteria for designating shortage areas, and the role of state agencies. Additional contents cover: trends in the geographic distribution and diffusion of physicians and the projected impact on the number of HMSAs and number needed; the involvement of the American Medical Association in the HMSA review process; problems with HMSA designation; federal and state programs related to HMSA designation; professional association involvement in the HMSA review process; and current efforts at revising HMSA criteria and guidelines. The workshop agenda and a list of participants are appended. (SW)

Hunsinger, Paul

The Needs Basis for Development of Funding Proposals for Research and Training Grants.

PUB DATE- 6 Nov 87

NOTE- 23p.; Paper presented at the Speech Communication Convention (Boston, MA, November 6, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Fund Raising; *Grantsmanship; Higher Education; *Needs Assessment; Philanthropic Foundations; Private Financial Support; *Program Proposals; *Research Proposals

The "needs basis" for obtaining funding for research and training grants from foundations is examined, and a model for developing research and training grants is proposed. The most important task is proving that there is an unmet need for the grant. The grant proposal should describe the unmet need, what is being done about the problem, and whether the need and the problem can be researched. The need of the college or university as related to research and training grant should address what is already being offered and whether there is an overlapping or duplication of effort. When there is a Grants Office, it is essential that individual efforts be made known to insure that not more than one similar proposal is directed to the same foundation. If the program is designed as training, there needs to be a description of who is to be trained the justification of training that group. The need of the foundations or grant giver is usually stated in source books. It is important to know what grants have been made by the foundation, the recipients, and the amount. Contact with recipients of grants that are similar to one's proposed program is advisable. (SW)

ED 288 480

HE 021 008

Sefein, Naim A.

A Study of the Differential Achievement among Graduates of the University of Qatar, 1977-81.

PUB DATE- 87

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *College Students; *Developing Nations; Foreign Countries; Grade Point Average; Grade Prediction; Higher Education; *High School Graduates; High Schools; Majors (Students); Sex Differences

IDENTIFIERS- *University of Qatar

Achievement of University of Qatar graduates between 1977 and 1981 was studied. For the sample of 766 graduates, information was collected on sex, nationality, major, and year of graduation. The degree to which secondary school graduation scores can predict college achievement was examined using Pearson product moment correlation coefficients. The degree to which different programs attracted more or less capable students was examined through a multivariate analysis of variance of secondary school graduation scores. It was found that, on the average, females had higher secondary school scores than males, and non-Qataris had higher scores than Qataris. Among entering students, the superior group differed in sex and/or major from one year to another. In general, females had higher grade point averages (GPAs) than males, and students majoring in the natural sciences had higher GPAs than social science majors. Conclusions include: secondary school

graduation scores moderately predict college achievement; and the differences among students at college entry did not always continue to differentiate group achievement in college. (SW)

ED 288 494

IR 012 885

Using Software. A Guide to the Ethical and Legal Use of Software for Members of the Academic Community.
Association of Data Processing Service Organizations, Arlington, VA.;
Interuniversity Communications Council (EDUCOM), Princeton, N. J.

PUB DATE- 87

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Legal/Legislative/Regulatory Materials
(090)

DESCRIPTORS- *Codes of Ethics; *Computer Software; Copyrights; Higher Education; Intellectual Property; *Legal Responsibility; *Moral Values

IDENTIFIERS- *Copyright Law 1976; *Software Copying

Focusing on issues surrounding the unauthorized copying of software, this pamphlet is particularly concerned with the illegality of such action and the necessity for educators to respect the intellectual work and property of others. Some relevant facts about unauthorized copying of software are followed by a statement of principle about intellectual property and the legal ethical use of software, which is intended for adaptation and use by individual colleges and universities. Answers to some common questions about copying software and the U.S. Copyright Act are also provided, as well as a brief discussion of alternatives to copy-protected software. (RP)

ED 288 509
IR 012 906

Duby, Aliza

Self-Formative Evaluation of Instructional Games Conducted by the Instructor.

PUB DATE- Jul 86

NOTE- 30p.; Paper presented at the Annual Conference of the International Simulation and Gaming Association (17th, Toulon, France, July 1-4, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Games; Evaluation Methods; Feasibility Studies; Foreign Countries; *Formative Evaluation; *Material Development; Questionnaires; Surveys; Teacher Attitudes; *Teacher Participation; Workshops

IDENTIFIERS- *Self Formative Evaluation; South Africa

Self-formative evaluation is a unique form of formative evaluation which refers to the involvement of both the producer and the users in the evaluation of newly developed instructional materials; it does not indicate evaluation of themselves. This examination of the feasibility of employing this evaluation technique during the process of developing instructional games addresses two clusters of questions: (1) whether the users or developers of instructional games are willing to be involved in evaluation activities, and whether they have the necessary competence to carry out such a task; and (2) whether a short training workshop is effective in imparting self-formative evaluation techniques to the users and developers of instructional games. A questionnaire, which was completed by participants in a workshop designed to train teachers to carry out self-formative evaluation of instructional games, examined both their attitudes and their ability to perform certain actions. The data collected and analyzed suggest that teachers are knowledgeable of the learner and learning task characteristics, but know little about games. A short workshop improved their evaluation

competencies as well as their self-confidence for participating in the process of producing instructional games. The study concludes with recommendations and a discussion of the innovative aspects of the study. Abstracts in both English and French and 47 references are included. (Author/RP)

ED 288 524

IR 052 139

Blackman, Bernard I.; Clevenger, Theodore, Jr.
Database Management Systems for Qualitative Research.

PUB DATE- May 87

NOTE- 22p.; Paper presented at the Annual Meeting of the
International Communication Association (Montreal, Quebec, Canada,
May 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Database Management Systems; Information Retrieval;
Literature Reviews; Microcomputers; *Qualitative Research; Research
Methodology; *Research Tools

This discussion of the development of database management systems specifically created to support qualitative research identifies two main problems in qualitative approaches, i.e., the issues of data collection and analysis, and the cumbersome nature of traditional qualitative approaches. These problems are reviewed with a comparison of the methods of manual data management and computerized data management approaches. The paper concludes with a discussion of several different uses of computer assistance in managing qualitative data and the identification of particular software programs for use in qualitative research. A 40-item reference list and a description of an integrated, menu-driven

microcomputer system for managing text-based qualitative data--QUALPRO 3.1--are included. (RP)

Hall, Blaine H.; And Others
An Evaluation of Reference Desk Service in the Brigham Young
University Library.

Brigham Young Univ., Provo, Utah. Library.

PUB DATE- 12 Aug 87

NOTE- 57p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *Academic Libraries; *College Students; Higher
Education; *Library Personnel; *Library Services; Library Surveys;
On the Job Training; Program Evaluation; Questionnaires; *Reference
Services; User Satisfaction (Information); Work Environment

IDENTIFIERS- *Brigham Young University UT; Query Negotiation (Library
Science); Reference Librarians; *Student Assistants

This report describes a five-part study conducted at the Brigham
Young University library during the winter semester of 1987 to
assess the quality of the reference service provided to library
patrons by student reference assistants (SRAs) after a full
semester of SRA participation in the reference patron service
system. The study focused on determining: (1) the accuracy of
information patrons received; (2) the level of skill SRAs used in
negotiating patron needs; (3) the ability of SRAs to refer patrons
to professional librarians; and (4) the degree of satisfaction

patrons felt about the service they had received. The five studies
included an unobtrusive question test for the SRAs and surveys of
patrons, reference assistants, department assistants, and
professional librarians. Following an introductory discussion,
study findings are presented on the quality of reference service,
the work environment, SRA training, and the professional
librarian's reference desk service role. It is concluded that
problems exist with the current reference service, and
recommendations are presented for the areas of performance
standards, training improvement, and subject specialist
involvement. The study questionnaires and surveys are included in
five appendices. (KM)

Inside English: Journal of the English Council of California Two-Year Colleges; Fall 1976. Special Statewide Conference Issue, and Spring 1977.

English Council of the California Two-Year Colleges.

PUB DATE- 77

NOTE- 22p.; This journal is printed in oversize form (11.5 x 14.5).

All pages have been photographically reduced by ERIC to standard size (8.5 x 11) before microfiching. For the complete archival compilation of volumes 1-13 of "Inside English," see ED 272 238.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Collective Bargaining; *College English; College Faculty; Community Colleges; *English Curriculum; *English Instruction; Enrollment Trends; Grading; Instructional Improvement; Literacy; Remedial Instruction; Statewide Planning; *Student Placement; *Teaching Methods; Two Year Colleges; Writing Instruction; Writing Skills

Designed primarily for English faculty at two-year colleges in California, "Inside English" includes articles on major instructional, curricular, administrative, and employment issues of concern to teachers in the field as well as information on the activities of the English Council of the California Two-Year Colleges (ECCTYC). The Fall 1976, Spring 1977, and Special Statewide Conference issues include the following feature articles: (1) "Board of Governors Is Listening... And Waiting," by Jean Trapnell and Elizabeth Manning Deedy, which discusses the role of the State Board for Community Colleges in strengthening English and humanities instruction in the California community colleges; (2) "Collective Bargaining," by Elliot Roberts, which summarizes a

conference discussion about the designation of chairpersons as faculty, supervisory, or management; (3) "Grading Standards and Graduation Requirements," by Gertrude S. Fujii, which explores factors related to the pervasive trend toward inflated grades and possible solutions; (4) "English Literacy One More Time," by Jack Swenson, which reviews recent articles in the popular media about freshman literacy; (5) "One-to-One: Garrison Method," by Bonnie C. Robinson, which explains the use of Roger Garrison's method of composition tutoring; (6) "Essay Testing a Success: Placement Changes," by Judith R. Hert, and "Rationale for New Approach," by Harold Harris, which describe and defend the new English Placement System initiated at San Bernardino Valley College; (7) "The Second R in Crisis: Reversing the Decline in American Literacy," by Ross W. Winterowd; (8) "My Blood Ran Cold," by Mel Applebaum, which relates student responses to reading "In Cold Blood" in a remedial reading class; and (9) "Eliminating Theme Correction Symbols While Emphasizing Thought Processes," by Katherine Hondius, suggests a method of bringing writing problems to students' attention without identifying exactly what the problems are, forcing students to analyze their own writing. (AYC)

ED 288 605
PS 016 384

[Tennessee Kindergarten Curriculum Guides.]
Tennessee State Dept. of Education, Nashville.

PUB DATE- 86

NOTE- 529p.

LANGUAGE- English

EDRS Price - MF02/PC22 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Elementary School Curriculum;
*Health; *Kindergarten; *Language Arts; Mathematics Instruction;
Physical Education; Primary Education; *Science Instruction;
*Social Studies; State Curriculum Guides

IDENTIFIERS- *Tennessee

Provided are Tennessee's state kindergarten curriculum guides in the 6 areas of health, social studies, language arts, science, physical education, and mathematics. The health curriculum guide centers on developing and maintaining good health. The social studies guide aids children in understanding self as an individual and in relation to other people, roles and responsibilities of basic social institutions, cultural similarities and differences, effects of changes in transportation on people's lives, and the importance of conserving the natural environment. The guide to teaching basic language arts skills focuses on handwriting, spelling, composition, thinking and organizational skills, listening skills, and oral communication skills. The science guide concerns lessons in the physical, life, earth, space, and environmental sciences. The physical education guide aims to help children understand the contribution of body movement to growth and development, and to understand the use of movement skills. The math guide introduces children to basic concepts of numeration, operations, fractions and decimals, graphing, problem solving, measurement, and geometry. Each page of the guides contains suggested instructional objectives, associated content statements, and specifications of

skills and activities that may be used to attain terminal objectives. (RH)

Community Leadership Development: Present and Future. Publication #50. A Report by the National Extension Task Force for Community Leadership. For the Community Resource Development/Public Affairs Subcommittee of the Extension Committee on Organization and Policy (ECOP).

Northeast Regional Center for Rural Development, University Park, PA.

PUB DATE- Nov 87

NOTE- 33p.; For related document, see RC 016 455.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Development; *Community Leaders; Educational Planning; *Extension Education; *Inservice Education; Leaders; *Leadership Training; *Networks; Program Development; Rural Development

IDENTIFIERS- Community Development Specialists; *Cooperative Extension Service; Leadership Development Program

This publication reports accomplishments of the National Extension Task Force for Community Leadership and makes recommendations for strengthening educational programming in community leadership in the Cooperative Extension System. The recommendations are presented in the context of a "white paper" rather than formal policy. High priority recommendations include maintaining a national leadership networking system for professionals, strengthening/supporting the national program leader position for community leadership, encouraging/supporting basic and applied research on community leadership, developing leadership programs to complement educational programs conducted for community leaders, and providing senior administrative support for community leadership programming. To help provide professionals and lay leaders with information that will help link current leadership programming issues, topics, trends, and examples of programming, six articles are included: "Leadership Development: The Need and Response" (B. Ghiselin); "Working with Our Publics: In-Service Education for Cooperative Extension" (E. Boone); "Developing Leadership" (L. Cary et al.);

"Leadership Development and Public Policy Education: A Look at the National Center for Food and Agricultural Policy" (J. Kornacki); "Research-Practice Linkages in Community Leadership Development: Results of a National Study" (F. Fear et al.); and "Family Community Leadership" (L. Bassett and J. Barron). (NEC)

ED 288 737
SE 048 749

Parratt, Patricia
Becoming a Scientist: Gateway to Research. Perspectives in Science,
Number 3.

Carnegie Institution of Washington, Washington, DC.

PUB DATE- Feb 87

NOTE- 39p.; Photographs may not reproduce well.

AVAILABLE FROM- Carnegie Institution of Washington, 1530 P Street,
NW,

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Astronomy; Biology; *Career Awareness; Career Education;
Chemistry; *College Science; Geology; Higher Education;
*Postdoctoral Education; Researchers; *Science Careers; Science
Education; *Scientific Research; *Scientists

The modern scientific enterprise often appears so complex and sophisticated that it may seem unapproachable. This view of science is questioned in this booklet, which looks at science as a human endeavor, one which is within the grasp of all people. This document highlights the personal stories of four young scientists

in an effort to provide prospective scientists with some insight into what to expect from the world of science. Background information and summaries of the work of these individuals are intended to provide a broad look into the realm of scientific endeavor. The scientists discussed are: (1) Steven L'Hernault (Cell Biologist); (2) Julie Morris (Geochemist); (3) John Watson (Plant Molecular Biologist); and (4) Wendy Freedman (Astronomer). A final section of the booklet discusses some of the possibilities available in scientific research and post-doctoral experiences. (TW)

Gazdar, Gerald; Pullum, Geoffrey K.

A Note on Subcategorization, Constituent Order, and the Notion
"Head."

PUB DATE- Nov 86

NOTE- 9p.; In: York Papers in Linguistics No. 12, 1986; see FL 017
027.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal
Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Classification; Foreign Countries; Grammatical
Acceptability; *Linguistic Theory; *Phrase Structure; Research
Methodology; *Structural Analysis (Linguistics); *Syntax;
*Transformational Generative Grammar

The authors of a previous paper on aspects of generalized phrase
structure grammar respond to criticism of that paper and clarify
elements in the discussion. The original paper addressed the
problem of expressing relevant generalizations about the order of
complements that a lexical item subcategorizes for. (MSE)

Reading Materials in Large Type. Reference Circular No. 87-4.
Library of Congress, Washington, D.C. National Library Service for
the Blind and Physically Handicapped.

PUB DATE- Jul 87

NOTE- 75p.

AVAILABLE FROM- Reference Section, National Library Service for the
Blind and Physically Handicapped, Library of Congress, Washington,
DC 20542 (free while the supply lasts).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Biblical Literature; Fiction; Hymns; Information
Services; *Information Sources; *Large Type Materials; Music;
Periodicals; *Publishing Industry; *Reference Materials; *Visual
Impairments

IDENTIFIERS- Cook Books; Crossword Puzzles; Prayer Books; Shakespeare
(William); United States Constitution

This circular provides information about reading materials in large
type, i.e., materials set in type that is a minimum size of
14-point and, most commonly, 16- to 18-point size. Most of the

materials listed are typeset, but a few are photographically
enlarged conventionally printed books or typewritten materials
prepared using a large-print typewriter or a computer with
large-font software. All the sources listed may be contacted
directly. The first section of the circular lists 68 producers and
distributors of large-type materials, including addresses,
telephone numbers, type of materials produced or distributed, type
point size(s), and price range. The second section lists selected
large-type materials for reference and special needs under the
following headings: (1) Adjustment to Visual Loss; (2) Bibles and
Portions; (3) Classics; (4) Cookbooks; (5) Crossword and Word Maze
Puzzles; (6) Dictionaries and Encyclopedias; (7) Hymnals and Prayer
Books; (8) Magazines; (9) Music; (10) Shakespeare's Works; and (11)
the United States Constitution. Eight sources of further
information about large-type materials are provided in the final
section. Listings of 16 additional National Library Service for the
Blind and Physically Handicapped reference circulars and eight
bibliographies are also included. (KM)

Wu, Rosalind

Children's Use of the Chinese Adverbial JIU.

PUB DATE- Apr 87

NOTE- 8p.; In: Papers and Reports on Child Language Development,
Volume 26; see FL 017 001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adverbs; *Child Language; Dialects; Discourse Analysis;

Foreign Countries; *Language Usage; Linguistic Theory; *Mandarin
Chinese; Manual Communication; *Semantics; *Speech Acts; Story
Telling; Uncommonly Taught Languages; Young Children

IDENTIFIERS- *Conditionals; Taiwan

A study examined young children's use of the Mandarin "jiu" in its adverbial form in conditional sentences. The language corpus included: (1) spontaneous speech samples of 66 children aged 4, 5, 6, and 7 years in 20 Taiwan locations and (2) story repetitions by 461 4-, 5-, and 6-year-olds in 22 locations. The data indicate that children as young as 4 years old probably comprehend several different meanings of "jiu," but primarily use the emphatic meaning in their spontaneous speech. In the repetition study, sentences with time adverbs are simpler and shorter than those with conditionals. If the children did not grasp the conditional sense of the sentences beyond the time sequence, there is no reason for them to be more likely to repeat "jiu" in the conditional sentences. Thus, the differences in repetition of jiu are an indication that the children can differentiate the conditional and temporal uses of the word. The results also suggest that more restricted experimental studies such as the repetition study can complement collection of spontaneous speech data to give a better understanding of children's language development. (MSE)

ED 288 392
FL 017 032

Griffiths, Patrick
Constituent Structure in Text-Copying.

PUB DATE- Nov 86

NOTE- 44p.; In: York Papers in Linguistics No. 12, 1986; see FL 017 027.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cognitive Processes; Comparative Analysis; Comprehension; Foreign Countries; Language Processing; Language Tests; *Linguistic Theory; *Phrase Structure; Psycholinguistics; Research Methodology; Semantics; *Sentence Structure; *Structural Analysis (Linguistics); Suprasegmentals; *Syntax; *Transformational Generative Grammar

A study explored the use of a text-copying task for the determination of syntactic constituent structure. It was predicted that the task would be a naturalistic, reasonably direct, and sensitive psycholinguistic research method. In two experiments, 70 subjects wrote out copies of typed passages. The points where they paused and looked back to the typed originals were recorded and aggregated across all subjects copying a given passage. The passages differed in content but contained sentences with comparable structure. In general, patterns of pausing were highly correlated across sentences that matched in structure, but reliably distinct in relevant control comparisons. Sentences, clauses, and many details of their internal constituency emerge clearly. These details are presented and compared with descriptions from the field of theoretical linguistics. Some suggestive evidence in support of two-stage parsing models is noted. (MSE)

ED 288 408
FL 017 051

Cullen, Audrey; And Others

A Center for Accelerated Learning: A Training Program for Elementary and Secondary Foreign Language Teachers.

PUB DATE- Nov 86

NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Acceleration (Education); Affective Behavior; *Brain Hemisphere Functions; *Classroom Techniques; Elementary Secondary

Education; *Instructional Effectiveness; *Language Teachers; Second Language Instruction; *Teacher Education

A discussion of accelerated learning in language instruction gives a sample lesson, discusses the methodology used, and summarizes the results of a language teacher training program using the method. The approach is based on recognition and development of brain hemisphere functions to make learning faster and more effective. The sample lesson is a demonstration of basic lesson segments, including relaxation, a movement exercise with teacher commands, an exercise in choosing names, an imaginary party, and readings accompanied by music. The discussion of the method outlines its theory and its sources in left and right brain theory and related learning techniques. The language teacher training program described used the teaching to teach both an unfamiliar "shock" language and a more familiar language to the trainees and then provided instruction in the classroom use of the method. The cognitive gains produced by the method were significant, with the largest gains made in learning the "shock" language. Trainee responses to the method were also favorable. Five tables are included. (MSE)

ED 288 423
HE 020 890

Kominski, Robert
What's It Worth? Educational Background and Economic Status: Spring
1984. Data from the Survey of Income and Program Participation.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Sep 87
NOTE- 39p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing
Office, Washington, D.C. 20402.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110) Collected Works - Serials (022)

DESCRIPTORS- *Degrees (Academic); *Economic Status; Educational
Attainment; *Educational Background; *Employment Experience; Higher
Education; *Income; *Majors (Students); Secondary Education;
Student Characteristics

IDENTIFIERS- *Survey of Income and Program Participation

Data from the Survey of Income and Program Participation (SIPP)
regarding the educational attainment and background of the U.S.
population are presented. The data show the numbers of persons by
their highest attained degree level and the field of degree, along
with some basic measures of their current economic and employment
status. Other tabulations provide information about the coursework
taken by persons who have attended at least 12 years of school, and
the amount and types of work-related training individuals have
experienced. All analyses are based on data collected as part of
the third wave (interview) of the 1984 panel of the Survey of
Income and Program Participation, gathered in the 4-month period
from May to August 1984. Data are presented on degree status by
sex, race, and age for the population aged 18 and older. Three
measures of economic status are used: monthly income, mean monthly
earnings, and work activity. Estimates are provided of the three
measures for each degree group for all persons ages 18 and older.
Information on the field of study of persons with degrees beyond
high school and these economic measures is also provided. Appended
are information on the SIPP program and data analyses and data
reliability. (SW)

ED 288 466
HE 020 966

Lewis, Gwendolyn L.; Merisotis, Jamie P.
Trends in Student Aid: 1980 to 1987. Update.
College Entrance Examination Board, Washington, D.C.
PUB DATE- Nov 87

NOTE- 15p.

AVAILABLE FROM- College Board Publications, Department M05, Box 886,
New York, NY 10101-0886 (\$6.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *College Students; *Federal Aid; Grants; Higher
Education; Private Colleges; Resource Allocation; *State Aid; State

Colleges; Student Costs; *Student Financial Aid; Student Loan
Programs; Trend Analysis; Two Year Colleges; Universities
Student financial aid trends from 1980 to 1987 are described in a
narrative summary and statistical tables and graphs. Information is
provided on 1986-1987 estimated student aid by source
(institutional aid, state grants, veterans benefits, Pell grants,
federal campus-based aid, Guaranteed Student Loans and Parent Loans
for Undergraduate Students, and other federal programs). Data are
also presented on federal, state, and institutional aid awarded to
postsecondary students in current and constant dollars for
1980-1987 (actual and estimates); amount of aid per recipient and
number of recipients; costs of attendance by type of school, family
income, and total available aid (grants, loans, work) for
1980-1987; and percentage distribution of aid from the Pell and
campus-based aid by type and control of institution. Appropriations
for the following federal aid programs for fiscal years 1981 to
1987 are also covered: Pell grants, Supplemental Educational
Opportunity Grants, College Work Study aid, National Direct Student
Loans, Guaranteed Student Loans, Parent Loans for Undergraduate
Students, and State Student Incentive Grants. Included are a note
on constant dollar conversion and information on sources of the
data. (SW)

Dyste, Ron; Miner, Judy
Second-Year Status Report on the Transfer Center Pilot Program.

California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Dec 87

NOTE- 9p.; Discussed as Agenda Item 1 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, December 10-11, 1987). For the first-year status report, see ED 275 388.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Higher Education; Intercollegiate Cooperation; Pilot Projects; Private Colleges; Program Costs; Program Descriptions; Program Effectiveness; Program Evaluation; State Programs; State Universities; *Transfer Programs; Two Year Colleges

IDENTIFIERS- *California; *Transfer Centers

Background information and a status report are provided on the second-year activities of the Transfer Center Pilot Program (TCPP). The TCPP was initiated in 1985 to further intersegmental efforts to stimulate the number and percent of community college students who transfer to four-year institutions. The TCPP operates through highly visible centers which identify, encourage, and assist potential transfers, with particular emphasis on underrepresented students. The centers, which are operating on 20 community college campuses, 14 California State University campuses, 9 University of California campuses, and 12 independent universities, provide information to students, staff, and faculty on admissions requirements and the transferability of courses between community colleges and the other segments of higher education in California. The TCPP report contains: (1) initial findings concerning the operations and problems of the centers; (2) background information on the funding and rationale for the project; (3) an overview of the basic elements of the transfer center model; (4) a description of the design and initial results of an external evaluation of the project, which includes formative impressions about operations and a discussion of the problems in conducting a longitudinal TCPP evaluation; and (5) a discussion of steps to be taken. (EJV)

ED 288 592
JC 870 540

Haney, Julia J.; Land, Warren A.

The Relationship of Academic Achievement to Modular and Semester Scheduling.

Mississippi State Univ., Mississippi State. Coll. of Education.

PUB DATE- Nov 86

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Class Organization; *College Graduates; *College Transfer Students; Grade Point Average; Higher

Education; *School Schedules; Time Blocks; Two Year Colleges

A study was conducted at Mississippi State University to assess differences in the academic achievement of two matched groups of two-year college transfer students. One group (N=30) had attended a junior college which followed a traditional semester time table of 15 to 18 weeks, while the other group (N=30) had attended a junior college with a modular schedule under which students attended the same class each day. Academic achievement was defined as post-transfer quality (grade) point average and degree attainment. The study found no significant difference in the quality (grade) point averages or graduation rates of the semester scheduled and modular scheduled groups. (UCM)

ED 288 636
PS 016 976

Bartalos, Dorothy; Meyer, Ania
Leadership Development: A Facilitator's Handbook. Together for
Children: Cooperative Preschools.
Parent Cooperative Preschools International, Indianapolis, IN.
PUB DATE- 6 Mar 85
NOTE- 80p.; For other manuals in this series, see PS 016 974-975.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication (Thought Transfer); *Conflict Resolution;
*Games; *Group Dynamics; *Leadership; Leadership Training; Learning
Activities; Parents; *Problem Solving; Staff Development; Teachers;
Workshops
IDENTIFIERS- *Cooperative Preschools; Group Leaders

This facilitators' handbook is intended primarily for use in
workshops for parents and teachers involved in cooperative
preschools. The handbook provides practical resources for anyone
working in a group setting, and is designed with the aim of
developing learners' skills in leadership and group activities.
After introductory information, chapter 2 examines barriers to
effective communication and offers guidelines for improving
communication. Chapter 3 introduces a method for analyzing groups
which helps members examine group relationships and develop
sensitivity toward others. Chapter 4 identifies leadership styles,
emphasizing cooperative or shared leadership. Various group roles
are identified and discussed. Chapter 5 focuses on the role of the
group facilitator. Chapter 6 suggests a problem-solving technique
which can be used to help a group or individual find the optimum
solution. Chapter 7 describes ways of dealing with conflict.
Differences are discussed in terms of how they can be effectively
managed and their potential for positive contributions. Chapter 8
offers a selection of semistructured situations with generally
predictable outcomes which can be used with a group. These
situations enable members of the group to experience the variety of
human behavior and to begin to transfer their learning to real life
situations. Chapter 9 introduces cooperative games involving
physical activity which use the principles of cooperative learning
in an informal and enjoyable way. (RH)

Puleo, Vincent T.
A Review and Critique of Research on Full-Day and Extended-Day,
Every-Day Versions of Kindergarten.
PUB DATE- [85]

NOTE- 40p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Attendance; *Basic Skills; Costs; Enrollment Trends;
*Fatigue (Biology); Followup Studies; Grade Repetition;
*Kindergarten; Literature Reviews; *Parent Attitudes; Primary
Education; Referral; Research Design; *Research Methodology;
Scheduling; Services; *Teacher Attitudes; Validity

IDENTIFIERS- Critical Analysis; Developmental Patterns; Extended
Programs; *Full Day Programs; Research Results

This article examines recent research on full- and extended-day kindergarten programs held every day. Preceding the review are general comments concerning methodological concerns and a description of essential features of the literature. The review is organized in terms of specific end-of-year effects because administrators seeking justification for local programs will have particular goals in mind. Effects reviewed include: basic academic skills and social, emotional, and developmental considerations, such as fatigue, staff reaction, parent reaction, attendance, and socioeconomic and ability level differences. Also examined are studies concerning support service referrals and grade retentions; follow-up studies; financial considerations; enrollment benefits; and time schedules. Issues implicit in the literature are discussed; these include the new role of kindergarten for the academically weaker child and the questionable value of increasing instructional time. It is argued that the field needs to accept basic research prerequisites and minimum reporting standards. A list of 56 references concludes the document. (RH)

ED 288 706
SE 048 718

Mathematics: Common Curriculum Goals. Curriculum Mapping: End of

Third Grade.

Oregon State Dept. of Education, Salem.

PUB DATE- 27 Oct 87

NOTE- 49p.; For related documents, see ED 287 718 and SE 048 719-721.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Communication Skills; Curriculum Development; Curriculum
Evaluation; Educational Objectives; *Elementary School Mathematics;
Grade 1; Grade 2; Grade 3; Instructional Materials; *Mathematics
Curriculum; *Mathematics Instruction; Primary Education; State
Curriculum Guides; *State Standards; *Student Educational
Objectives; Study Skills

IDENTIFIERS- *Oregon

This document is designed to help school personnel analyze their current curriculum for grades 1, 2, and 3 in terms of the Mathematics Common Curriculum for Oregon. The common curriculum goals are organized into nine content strands: (1) number and numeration; (2) appropriate computational skills; (3) problem solving; (4) geometry and visualization skills; (5) measurement; (6) statistics and probability; (7) mathematical relationships; (8) oral and written communication skills; and (9) appropriate study skills. Each strand contains knowledge and skills to be developed with expected outcomes for students to achieve by the end of grade 3. Columns are provided to indicate the extent to which the expected outcomes are emphasized by (1) amount of instruction, (2) inclusion in course goals, (3) inclusion in instructional materials, and (4) coverage in staff training. Results of the analyses can be compiled and used to guide staff training and selection or development of materials. (RH)

ED 288 722
SE 048 734

Spector, Barbara S., Ed.

A Guide to Inservice Science Teacher Education: Research into Practice. 1986 AETS Yearbook.

Association for the Education of Teachers in Science.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

PUB DATE- Jan 87

NOTE- 173p.

AVAILABLE FROM- SMEAC Information Reference Center (SMEAC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH

43212 (\$7.50).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Continuing Education; *Elementary School Science; Elementary Secondary Education; Guidelines; *Inservice Teacher Education; Instructional Improvement; Models; Professional Associations; Science Education; Science Instruction; *Science Teachers; *Secondary School Science; Staff Development; *Theory Practice Relationship

Designed to assist science educators in improving inservice teacher education, this yearbook contains resources and ideas addressing the application of recent research into a format suitable for practitioners. The eight chapters comprising the document deal with: (1) meeting the needs of science teachers for continuing education; (2) guidelines for effective science teacher inservice (including perspectives from research); (3) assessing teachers' needs for inservice; (4) a paradigm for staff development planning; (5) structures for the delivery of inservice program models; (6) the evaluation of staff development (with an emphasis on staff development becoming a process rather than an event); (7) a planner's guide to inservice; and (8) a response to the entire document. Examples of inservice needs assessments, time inservice plans, and checklists are provided. (TW)

Suggested Procedures for Meeting Needs of Limited English Proficient Students. Teacher Training.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Aug 86

NOTE- 38p.; Some pages contain small, light type. For related documents, see FL 016 999 and FL 017 020-021.

AVAILABLE FROM- Pennsylvania Department of Education, 333 Market St., Harrisburg, PA 17126-0333.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Administrator Guides; *Bilingual Education; Elementary Secondary Education; English (Second Language); Inservice Teacher Education; *Limited English Speaking; Preservice Teacher Education; Program Design; Second Languages; State Standards; *Teacher Characteristics; *Teacher Education; *Teacher Qualifications

Fourth in a series of state publications providing suggestions to school districts for serving limited-English-proficient (LEP) students, the handbook on teacher training outlines the characteristics necessary for mainstream, English as a second language (ESL), or bilingual program teachers of LEP students, in-service and preservice training requirements for this group, and design considerations for school district training programs. Substantial appended materials include: notes on the knowledge, abilities, and attitudes necessary in these teachers; National Association of State Directors of Teacher Education and Certification supplemental standards for teachers of LEP students; a comparison of bilingual/bicultural, ESL, foreign language, and mainstream teacher education standards; a sampling of common research themes across disciplines; a Lancaster (Pennsylvania) school district workshop schedule; suggestions for in-service training program planning; and a list of additional resources. (MSE)

ED 288 453
HE 020 949

Caliguri, Joseph P.

Alcohol Impaired University Professors: A Perspective.

PUB DATE- [87]

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Achievement Need; Adult Development; *Alcoholism;

*College Faculty; *Drinking; *Employee Assistance Programs; Higher Education; *Quality of Working Life; Status Need; Teaching Conditions; *Work Environment

Drinking problems among college faculty are discussed, and selective information is presented about alcohol abuse, employee assistance programs, adulthood stages, and futuristic changes in U.S. society. The idea that work obsession and alcoholism can be linked for university professors who have a high need for achievement is discussed. Enabling conditions in the work place that contribute to the onset of drinking problems for academics include: job security and tenure, informal or no supervision, being able to arrange teaching time around a drinking schedule, and the loneliness of researching and writing for publication and the use of alcohol for stimulation. The value of an effective employee assistance program is that many affected employees can be detected between 5 and 10 years before any of the more obvious symptoms of alcoholism are visible. Employee assistance programs provide a range of services related to legal, financial, family, marital, career change, health, and job stress problems besides intervention and educational activities. The use of alcohol in three stages of adulthood is considered. Pressures facing the professoriate include consulting, conferences, keeping up in one's field, and the rewards of greater income and status. (SW)

ED 288 481
HE 021 010

Diamond, Celia B.

High-Priority Equipment Needs for Instruction at Postsecondary
Institutions in New York State. A Report.

New York State Education Dept., Albany. Office for Policy Analysis.
PUB DATE- Jul 87

NOTE- 84p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *Educational Equipment; *Equipment Maintenance; Higher
Education; *Private Colleges; *Public Colleges; *Purchasing;
Questionnaires; Resource Allocation

IDENTIFIERS- *Deferred Maintenance; *New York

Acquisition and maintenance of instructional equipment by colleges and universities in New York State, problems encountered, and possible solutions were assessed through a fall 1986 survey of public and private colleges. The study population consisted of colleges offering scientific and technical instruction in 1985-1986. Responses were received for 134 main campuses and 28 branch campuses, representing 85% of State University campuses surveyed, 94% of City University campuses; and 59% of private sector campuses. It was found that 90% of these New York colleges and universities reported that inadequate funding for the acquisition of new or replacement instructional equipment had a negative effect on their instructional programs. About 90% of public sector campuses responding to the survey, and about 60% of responding private colleges, reported that instructional equipment maintenance needs were a problem. Over half the respondents felt that maintenance funds should be built into acquisition grant programs. Included are respondents' recommendations for action by the state. Appendices include the questionnaire, technical information on the study, and summary forms. (SW)

ED 288 495
IR 012 888

Valesky, Thomas C.; And Others
Administrative Software Evaluations for Schools.
Memphis State Univ., TN. Tennessee Administrative Software
Clearinghouse.

PUB DATE- 86

NOTE- 82p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrator Guides; Computer Managed Instruction;
*Computer Software; Computer Software Reviews; Database Management
Systems; Elementary Secondary Education; *Evaluation Criteria;
Library Administration; *School Administration; School Libraries;
Word Processing

IDENTIFIERS- Tennessee

The Administrative Software Clearinghouse on the campus of Memphis State University (Tennessee) receives software designed for use in school administration from publishers and prepares a one-page evaluation to be distributed to principals in Tennessee. This booklet accumulates those evaluations for software rated as "good" or "excellent" in 15 categories. The software categories and the number of programs in each category are: Attendance (5); Business Management (6); Classroom Management (13); Database (12); Grade Reporting (2); Integrated Software (2); Library Management (3); Personnel Management (1); Property Management (4); Scheduling (5); Spreadsheet (1); Transportation (1); Utilities (5); Word Processing (15); and Other (an early childhood system) (1). Each evaluation gives the publisher's name and address; the software equipment requirements, costs, capabilities, and strengths and weaknesses; and an overall summary and rating. (Author/RP)

ED 288 525

IR 052 140

Park, Betsy

Information Needs: Implications for the Academic Library.

Memphis State Univ., Tenn.

PUB DATE- 86

NOTE- 30p.; For a related report, see IR 052 141.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *Academic Libraries; Comparative Analysis; *Graduate
Students; Higher Education; *Information Needs; *Information
Seeking; *Library Instruction; Literature Reviews; Questionnaires;
Research Skills; Statistical Distributions; Surveys; User Needs
(Information)

IDENTIFIERS- Memphis State University TN

Based on the assumption that librarians can benefit from a better knowledge and understanding of information needs and behavior, this paper presents a review of the literature on information needs and information seeking behavior from 1971 to 1986, a report on a survey of 100 graduate students enrolled in a course on educational research at Memphis State University (MSU) in Tennessee, and a consideration of the implications of this research for bibliographic instruction. The data collected for the MSU study are also compared with data from the Summers group study of 1,078 educators in Canada which was conducted in 1984. The survey instrument and an 86-item reference list are attached. (RP)

ED 288 606
PS 016 425

Howes, Carrollee

Social Competency with Peers: Contributions from Child Care.

PUB DATE- 86

NOTE- 32p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Age Differences; Attachment Behavior; *Day Care; Early Childhood Education; *Family Influence; *Infants; *Interpersonal Competence; Interpersonal Relationship; Literature Reviews; *Peer Relationship; *Preschool Children; Research Needs; Socialization; Social Support Groups; Stress Variables

IDENTIFIERS- Group Characteristics; *Stability (Social Relationships)

Reviewed are studies describing how forms and features of child care systems can influence the development of social competency with peers during the infancy to preschool periods of development. Interactions between the child care and familial systems in influencing social competency with peers are also examined. Sections of the review focus on children's attachments to adults, caregiver stability, patterns of interaction and socialization at different ages, peer group stability, peer group size and composition, quality of attachment, and the bidirectionality of systems, as well as stress and social support. The review suggests that aspects of the child care system, and of the child care system in interaction with the family system, may influence the development of young children's social competency with peers. Many potential associations between child care and social competency with peers have not been researched. Suggestions for future research are highlighted. Sixty-three references are listed. (RH)

ED 288 621
PS 016 943

Byrd, David; And Others
Is There a Role for Computers in Early Childhood Programs: A
Naturalistic Study.

PUB DATE- Feb 87

NOTE- 15p.; Paper presented at the Annual Meeting of the Association
of Teacher Educators (Houston, TX, February 14-18, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Research; *Computer Uses in Education;
*Learning Centers (Classroom); *Preschool Children; Preschool
Education; *Student Behavior; *Teacher Role

A naturalistic study of the use of computers in a preschool program suggested that a role for the computer in early childhood education exists, but it may not be the role that critics and advocates have envisioned. Phase 1 of the study investigated young children's interactions with computer software, peers working at computers, and teachers. Subjects were six preschool children whose interactions were videotaped during five 1-hour sessions during which they chose software and duration of computer involvement. Findings indicated that children differed in types of software they enjoyed, ways they interacted with the computer, amount of teacher help they required, and discussions with peers. Enjoyment and teacher support were key factors in children's continued computer use. When, in Phase 2, a computer learning center was introduced into a preschool classroom containing 25 children and 7 other indoor activity centers, videotaped observations of children's use of a drawing pad program indicated that the computer center can provide another rich environment for preschool programs, and may be especially valuable for some children. The preschool computer activity center may function best as a social center, a place for choice, for curiosity, for trying things out, and for fostering a problem solving attitude. (RH)

ED 288 666
RC 016 455

Community Leadership Development: Implications for Extension.
Northeast Regional Center for Rural Development, University Park, PA.
PUB DATE- Sep 86

NOTE- 41p.; This publication is the result of work of the National Extension Task Force for Community Leadership, which was appointed in 1984 by the Community Resource Development/Public Affairs Subcommittee of the Extension Committee on Organization and Policy (ECOP). For related document, see RC 016 454.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Community Development; *Community Leaders; Directories; Educational Development; *Extension Agents; *Leadership; Leadership Styles; Literature Reviews; National Surveys; *Program Development; Questionnaires; Rural Development; Rural Extension; Theories; *Theory Practice Relationship

IDENTIFIERS- *Community Development Specialists; *Cooperative Extension Service; Leadership Development Program

Designed for extension personnel who are involved in community leadership (CL) programs, this publication summarizes recent national efforts that could be useful in developing and conducting CL programs, and current leadership theory and literature. Part 1 reports the results of the national survey, initiated in April 1985, of extension staff involved in CL efforts, by type of programming, interests and roles of CL programmers, networks of these programmers, and their backgrounds. Part 2 presents summary information from four national projects dealing with leadership programs for extension clientele in agriculture, natural resources, home economics, 4-H and youth, and community development. Part 3 provides an overview of the literature on leadership, summarizes the major leadership research traditions, and considers the implications of each tradition in relationship to CL development programs. Part 4 sets forth the implications of five theories for extension CL development programs (trait approaches, behavioral approaches, situational-contingency approaches, transactional approaches and attributional approaches), and examines each one. Part 5 is a directory of personal and organizational contacts for CL programming. The methodology for the national survey and sample questionnaires on the current status of extension staff in all program areas are appended. (JMM)

ED 288 679
RC 016 487

Barabe, Rosemeri; And Others

PATHWAYS: An Adult Basic Skills Reading Workbook, Level III.

Affiliation of Arizona Indian Centers, Inc., Phoenix.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED),
Washington, DC. Indian Education Programs.

PUB DATE- 87

NOTE- 135p.; For related documents, see ED 254 362 and RC 016
482-493. Some illustrations may not reproduce well due to marginal
legibility.

GRANT- G008420037; G008610079

AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721
North Central Avenue, Suite 814, Phoenix, AZ 85004 (\$4.75 plus
shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Adult Basic Education; Adult Reading Programs; American
Indian Culture; *American Indian Education; American Indian
Literature; *Reading Comprehension; Reading Instruction; *Reading
Skills; Relevance (Education); Sequential Approach; *Study Skills;
Supplementary Reading Materials; Tribes; *Vocabulary Skills;
Workbooks; Writing Instruction; Writing Skills

IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United
States (Southwest)

Written for adults learning basic reading, this workbook provides
culturally relevant instruction and practice organized under the
broad headings of word analysis, vocabulary, reading comprehension,
and study skills. Each unit contains a post-test and several
lessons devoted to specific skills. Lessons include instructions
and examples for the student and practice exercises in a variety of
formats--crossword puzzle, fill-in-the-blank, etc. Reading material
and exercises draw on the culture of Southwest Indian tribes and
include myths, legends, religious beliefs and ceremonies, poetry,
history, styles of clothing, dance, music, or art. Specific skills
in the word analysis section are consonant blends and digraphs,
vowel digraphs and diphthongs, root words and word endings, prefixes
and suffixes, contractions, and alphabetizing to three letters.
Vocabulary skills include sight words, compound words, context
clues, and synonyms and antonyms. The comprehension unit covers
following directions, sequencing in narration, identifying the main
idea, recognizing supporting details, drawing conclusions, and
identifying cause and effect. Use of the dictionary and reference

skills are reviewed in the study skills section. (JH2)

ED 288 692
RC 016 505

Education in Alaska. A Report to the People, FY 1986.
Alaska State Dept. of Education, Juneau.

PUB DATE- [87]

NOTE- 41p.; For the 1977 report, see ED 154 485.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *Accountability; Adult Education;
Adult Programs; Annual Reports; *Educational Finance; Elementary
Secondary Education; Enrollment; Expenditures; Financial Policy;
Government Role; Income; Libraries; Museums; Nontraditional
Education; *Organizational Objectives; Postsecondary Education;
Public Schools; Rural Education; Rural Schools; *State Departments
of Education; *State Programs; Tables (Data); Teacher
Certification; Vocational Education

IDENTIFIERS- *Alaska; Alaska State Department of Education

In fiscal year (FY) 1986, the Alaska State Board of Education continued to work towards its objectives of improving education in the areas of: school finance (by developing a fair and equitable distribution system for state public school funds and funding school construction projects); fiscal accountability (by establishing a system for the entire Alaskan education system); academic accountability (to assure and measure a high quality of education for Alaska's students); the schools for the future project (to identify important issues that will affect public school classroom programs in the 1990s and beyond); and opening Mt. Edgecumbe High School, an educational alternative with a rigorous academic program for rural students. The report includes sections on postsecondary education, educational finance, support and administrative services, adult and vocational education, basic and supplemental education programs in public schools, state museums, library services, vocational rehabilitation, as well as activities of the Historical Commission, the Professional Teaching Practices Commission, School Activities Association, and the State Council on the Arts. Statistical charts on revenues and expenditures, enrollment, high school graduates and personnel, school operating revenues and expenditures, food services, pupil activity, cigarette tax distribution, and debt retirement are appended. (JMM)

ED 288 438
HE 020 934

Health Manpower Shortage Area Designation Workshop, Volume II (San Diego, California, March 11-13, 1987). Office of Data Analysis and Management Report No. 7-87.

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

REPORT NO.- ODH-7-87

PUB DATE- Sep 87

NOTE- 115p.; For Volume I, see HE 020 933.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agency Role; Demand Occupations; Evaluation Criteria; Federal Government; Federal State Relationship; *Geographic Distribution; *Government Role; *Health Personnel; *Health Services; Higher Education; *Labor Supply; Physicians; Professional Associations; State Agencies

IDENTIFIERS- *Health Manpower Shortage Areas; *Health Resources and Services Administration

Proceedings of the March 1987 Workshop on Health Manpower Shortage Area (HMSA) Designation are presented. The workshop was designed to facilitate cooperative efforts among the different federal and state health agencies that are involved in the planning and delivery of health care services. Contents include: a review of the mission and organization of the Health Resources and Services Administration, background information on health manpower shortage area designation, the current criteria for designating shortage areas, and the role of state agencies. Additional contents cover: trends in the geographic distribution and diffusion of physicians; current criteria and guidelines for designating HMSAs; methods employed by state agencies in geographic HMSA designation; federal programs related to HMSA designation; the National Health Service

Corps; the involvement of professional associations in the HMSA process/data; methods employed by state agencies in population group HMSA designation; state programs involved in HMSA designation; and current developments in HMSA designations. Appended are a workshop agenda and a list of participants. (SW)

ED 288 510
IR 012 907

Ediger, Marlow
Simulations and the Curriculum.
PUB DATE- [85]

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Tests, Questionnaires, Evaluation
Instruments (160)

DESCRIPTORS- Computer Assisted Instruction; *Computer Simulation;
*Computer Software; *Curriculum Enrichment; *Evaluation Criteria;
*Microcomputers; Objectives; Teacher Developed Materials

Microcomputers can be used with simulation software to provide students both with experience in the "real world" of decision making and feedback on the decisions made. Such software allows individual students to choose the roles they wish to play from a menu of diverse roles and provides alternatives for them to consider for each decision to be made. The emphasis in simulation decision-making tends to be on the quality of the decision rather than right or wrong answers, i.e., some decisions are better than others. Simulation software for the classroom should be free of grammatical errors; provide students with the opportunity to respond frequently to stimuli; and be at the students' level of understanding. Teachers need to be knowledgeable about the subject matter, sequence of presentation, and the response students should make to the programs; be good managers of student time devoted to simulation usage; and utilize simulation programs with other instructional materials. Objectives for student achievement should address understandings, skills, and attitudes. Some educators recommend that teachers develop their own simulation programs; however, quality software is becoming more available, and the commitment of time and energy involved in software development are important considerations for teachers. A list of factors involved in the effective use of simulated materials to assist students in achieving higher cognitive level objectives concludes this paper. A sample software evaluation form is included. (RP)

ED 288 540
IR 052 207

Remington, David Gray

Rural Communities and Optical Information Technologies: Optical Disks
Move Rural America Closer to the Information Mainstream.
Fred Meyer Charitable Trust, Portland, OR.

PUB DATE- Jun 87

NOTE- 10p.; A Special Report to Fred Meyers Charitable Trust Library
and Information Resources for the Northwest.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Information; Information Needs; Information
Retrieval; Information Seeking; Information Storage; Information
Technology; *Optical Data Disks; *Rural Areas; *Technological
Advancement; *User Needs (Information)

IDENTIFIERS- Optical Information Systems; State Education
Encyclopedia (Texas)

Optical disk technologies now offer a way to move large, complex, remote computer databases from the large urban areas to rural users. Recently, the Optical Information Systems (OIS) Conference provided an opportunity to discuss the use of this new technology for a variety of innovative applications; for example, "The State Education Encyclopedia," published on CD-ROM (compact disk, read-only memory) in Texas, which provides remote users with access to an enormous mix of documents in a matter of seconds. In fact, CD-ROM technology offers the opportunity to publish a variety of information of value to rural areas, including state codes of law and administrative codes; packages of guidelines and excerpts of laws, codes, regulations, and other documents; large files cataloging the holdings of libraries; indexes and catalogs that allow easy access to inventories; and maps and indexes to the features of specific local areas. Optical disk technology offers challenges for information seekers to accept new possibilities; for

publishers to anticipate seekers' needs; for publishers and users to think about how information is most usefully accessed, displayed, printed out, digested, and stored for end-users; and for city and county officials, business managers, organization leaders, and individuals to carefully evaluate their current methods of storing, using, and accessing information. (KM)

ED 288 554
IR 052 222

Chow, Cheryl; And Others
Information Skills Curriculum Guide: Process, Scope and Sequence.
Washington Library Association, Seattle.

SPONS. AGENCY- Washington Office of the State Superintendent of
Public Instruction, Olympia.

REPORT NO.- IPS/631/87

PUB DATE- Sep 87

NOTE- 46p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Guides; Elementary Secondary Education;
Evaluation; *Information Retrieval; Information Sources;
*Information Utilization; Learning Resources Centers; *Library
Instruction; Library Skills; Research Skills; School Libraries;
*Search Strategies

IDENTIFIERS- *Information Skills

Designed to assist educators in teaching information skills in a systematic way by integrating them into the kindergarten through grade 12 curriculum, this guide is intended to be shared by teachers and library media specialists. A reflection of recent study of the information searching and application process, the guide is not bound to any specific information system or technology and may be used in any school. The guide consists of: (1) a philosophy statement explaining the perspective from which the guide was written; (2) a detailed, 12-step description of the process of successful information searching and application of the results, which identifies the specific skills needed at each step; (3) a scope and sequence for the information skills curriculum, which suggests the grade level at which each step may be introduced, reinforced and/or taught to mastery, and identifies the level of each step in Bloom's Taxonomy of Educational Objectives; (4) a bibliography which includes seven background readings that support and/or further explain the information skills process presented in the guide; and (5) a form provided so that users of the guide may submit samples of successful lesson plans to accompany one or more of the steps in a future edition of the

guide. (KM)

ED 288 593
JC 870 541

Levine, Judith R., Ed.

Teaching of Psychology: Ideas and Innovations. Proceedings of the Conference (Farmingdale, New York, March 27, 1987).

State Univ. of New York, Farmingdale. Agricultural and Technical Coll.

PUB DATE- 27 Mar 87

NOTE- 205p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Instruction; Community Colleges; *Instructional Innovation; *Psychology; *Teaching Methods; Two Year Colleges

These conference proceedings contain 17 presentations covering aspects of undergraduate instruction in psychology. Along with an introduction and conference program, the proceedings present: (1) "Paired Psychology and Reading Course at Medgar Evers," by Gloria G. Loewenthal and Thomas O. Edwards; (2) "Thinking through Psychology and Literature: An Interdisciplinary Approach," by Andrea S. Zeren and Nancy A. Lusignan; (3) "Teaching Psychology of the Arts: Two Course Histories," by Katherine Stannard and Joan DiGiovanni; (4) "Write Now: Encourage Clear Thinking," by Joan C. Chrisler and Climeen Wikoff; (5) "Behavior Modification Programs for Mentally Retarded Clients: A Practicum Course," by William R. Balch; (6) "The Psychology Practicum: An Administrative Model," by Debra K. Stein and Robert T. Tauber; (7) "The Strange Case of the Disappearing Student: A Psychodynamic Approach to Understanding and Teaching the Undergraduate Psychology Student," by Marjorie Gelfond; (8) "The Classroom as Theatre: Alternatives to Exams," by Eileen T. Brown; (9) "An APPLE for the Student," by Regina Rumstein; (10) "A Rotational Team Teaching Model for Introductory Psychology," by Henry C. Morlock and others; (11) "Infusing Black Psychology into the Introductory Psychology Course," by Lisa Whitten; (12) "On Motivating the Unmotivated Student," by Joan D. Atwood; (13) "Teaching the History of Psychology by a Major Questions Approach," by Mark C. Gridley; (14) "Behavioral Statistics: A Slightly Different Approach," by Robert Karlin; (15) "Introducing Computers into the Curriculum," by Margaret D.

Anderson; (16) "Affective Teaching: Issues We Should Reconsider," by Linda L. Dunlap; and (17) "On the Use of Process in Education," by Ellen Ross. (EJV)

ED 288 738

SE 048 750

Germann, Paul J.

Development and Summative Evaluation of a Directed Inquiry Approach to Learning Science Process Skills in Biology.

PUB DATE- 24 Apr 87

NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 22-25, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biology; Cognitive Development; *Cognitive Processes; Instructional Effectiveness; Instructional Materials; Piagetian Theory; *Process Education; Science Curriculum; Science Education; *Science Experiments; *Science Instruction; Secondary Education; *Secondary School Science

IDENTIFIERS- *Science Education Research

Many educators assert that the acquisition of thinking skills by students is of primary importance to science education today. This study was designed to examine the effect of an instructional approach on achievement in science process skills when compared to a more conventional method of science instruction. The DIAL(SPS)2, a directed approach to learning science process skills that incorporates several instructional and learning methodologies, was the focus of this study. It was used with two high school biology classes, and consisted of 12-14 laboratory activities specifically developed using this instructional model. The control group of two biology classes received the same basic instruction, but did not participate in the DIAL(SPS)2 experiments. The results of the study indicated that concrete operational thinkers benefitted from the DIAL(SPS)2 treatment while those with more advanced cognitive strategies benefitted from a more conventional instructional program. (TW)

ED 288 376
FL 017 016

Rodriguez-Brown, Flora V.; Elias-Olivares, Lucia
Discourse Characteristics and Speech Patterns Used by Spanish-English
Bilingual Children According to Proficiency and Context Variables.

PUB DATE- Mar 87

NOTE- 38p.; For a related paper, see FL 017 017.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Bilingual Education Programs; *Bilingualism; Comparative
Analysis; Discourse Analysis; Elementary Education; *English
(Second Language); Grade 3; Individual Characteristics;
Interaction; Language Acquisition; *Language Proficiency; Language
Usage; Monolingualism; Personality Traits; *Questioning Techniques;
*Spanish; *Speech Habits; Urban Areas

A study investigated the use of questions and directives by
bilingual children of variable relative proficiency in Spanish and
English. Patterns in the use of each question and directive type
were examined in relation to language proficiency and context of
use. Qualitative characteristics of the questions and directives
were analyzed. The subjects were six third-graders attending a
bilingual maintenance program in a midwestern city. Children were
videotaped and audiotaped through a whole day of school, at home,
and playing in the park. Results show that the children used the
same types of questions and directives as those used by English
monolingual adults and children. Questions and directives occurred
more frequently in the language in which the children are more
proficient. Some types of questions, such as rhetorical questions,
were used only by proficient speakers. Personality factors seemed

to affect the number and types of directives used by some children.
Other factors such as the context of the interaction, the social
situation, and the audience influenced the number and types of
these speech acts used. The findings are relevant to the study of
language development and language proficiency in bilingual
children. (Author/MSE)

McGinn, Finian; McMenamin, Jerry
Acquiring English: An ESL Teacher's Guide for the Hmong Student.
California State Univ., Los Angeles. Evaluation, Dissemination and
Assessment Center.

PUB DATE- 84

NOTE- 107p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classroom Techniques; Contrastive Linguistics;
*Cultural Traits; Dialects; *English (Second Language); Glossaries;
*Immigrants; Intercultural Communication; Phonology; Second
Language Instruction; Second Language Learning; Structural Analysis
(Linguistics); *Teaching Guides

IDENTIFIERS- *Hmong; *Hmong People

A guide for teachers of English as a second language (ESL) to native speakers of Hmong focuses on structural aspects of Hmong as contrasted with English and on ways in which the teacher can make the classroom a more natural environment for language learning by this group. The first chapter gives background information on the Hmong people, customs, and language groups. The second chapter outlines significant aspects of Hmong phonology, morphology, and syntax and contrasts them with English. It also suggests techniques for teachers to use in listening for errors in student speech. The third chapter gives ideas for classroom interactions with the Hmong student, drawing on cultural traits, experiences, and items familiar to them. Throughout, emphasis is placed on comprehensible input and meaningful communication. A 17-item annotated bibliography is included. The appendixes contain: (1) a note on the

description of sounds; and (2) a list of commonly occurring words: English-Hmong. (MSE)

ED 288 424
HE 020 891

Attrition and Retention of Full-Time, First-Time and Full-Time, Transfer Students in Baccalaureate and Associate Degree Programs, Including Postsecondary Opportunity Students, Class of 1984 and Partial History of Later Cohorts as of Fall 1986. State University of New York. Office of Institutional Research Report No. 4-87A. State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

PUB DATE- Sep 87

NOTE- 345p.

AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Persistence; Agricultural Colleges; Associate Degrees; Bachelors Degrees; *College Students; *College Transfer Students; Community Colleges; *Full Time Students; Higher Education; School Holding Power; *State Universities; *Student

Attrition; Technical Institutes; Undergraduate Study

IDENTIFIERS- *State University of New York

Results of the 1986 Attrition/Retention Survey of the State University of New York are presented. After a brief narrative summary of the findings, extensive data on attrition, retention, and completion are provided for: full-time, first-time students and full-time transfer students at the associate and baccalaureate degree levels; and students in "postsecondary opportunity programs" at the associate and baccalaureate degree levels. Trend data for baccalaureate programs are provided for 1974-1986, while trend information for associate programs covers 1976-1986. Attrition and retention data in baccalaureate programs are based on students who entered in fall 1980, 1981, 1982, 1983, 1984, and 1985; data for associate programs cover students who entered in fall 1982, 1983, and 1984. Both headcount and percentage data are presented from a system-wide perspective, by campus type, and by campus. Findings include: for baccalaureate degrees, there was an overall degree completion rate of almost 50%, and an overall attrition rate of about 49%; the highest percentage of degree recipients are reported for the statutory colleges, followed by the specialized colleges, the university centers, and university colleges. (SW)

ED 288 467
HE 020 967

Blumberg, Melanie J.

The Democratization of Higher Education in Denmark, Finland, Iceland, Norway, and Sweden: A Cross-National Study of Post-War Reforms.

PUB DATE- Oct 86

NOTE- 50p.; Paper presented at the Midwest Meeting of the International and Comparative Education Society (Chicago, IL, October 17-18, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; *College Administration;

*Comparative Education; Decentralization; Democratic Values;

Educational Change; Foreign Countries; *Governance; *Government

School Relationship; *Higher Education; *Institutional Autonomy;

Participative Decision Making; Policy Formation; Public Policy

IDENTIFIERS- Denmark; Finland; Iceland; Norway; *Scandinavia; Sweden

The extent of democratization of Scandinavian higher education is evaluated. Democratization is considered to include: (1) the subordination of university decision-making to parliamentary democracy and, in Sweden, to corporate representative bodies; (2) the decentralization of higher education regionally, important particularly in Finland, Norway, and Sweden; (3) equal access to college on the basis of class and gender; and (4) the internal democratization of university decision-making. The rationale underlying the distributive choices made by policymakers is also assessed. The conceptual framework for the analysis is stated by Heidenheimer, Heclo, and Adams in "Comparative Public Policy."

Post-war educational reforms in Denmark, Finland, Iceland, Norway, and Sweden are examined for four categories of social choice: choices of scope, choices of policy instruments, choices of distribution, and choices of restraints and innovation. The analysis suggests that Norway and Sweden have been the most successful in democratizing higher education. Denmark and Finland, while implementing significant reform measures, generally have failed to equal the level of democratization reached by Norway and Sweden; and Iceland lags behind its neighbors. (SW)

Booth, Richard E., Ed.

Inside English: Journal of the English Council of California Two-Year Colleges; Fall 1977, Winter 1978, and Spring 1978.

English Council of the California Two-Year Colleges.

PUB DATE- 78

NOTE- 30p.; This journal is printed in oversize form (11.5 x 14.5).

All pages have been photographically reduced by ERIC to standard size (8.5 x 11) before microfiching. For the complete archival compilation of volumes 1-13 of "Inside English," see ED 272 238.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; *College English; Community Colleges;

English Curriculum; English Departments; *English Instruction;

Faculty College Relationship; Instructional Improvement; *Remedial

Instruction; *Teaching Methods; Two Year Colleges; *Writing

Instruction; Writing Skills

Designed primarily for English faculty at two-year colleges in California, "Inside English" includes articles on major instructional, curricular, administrative, and employment issues of concern to teachers in the field as well as information on the activities of the English Council of the California Two-Year Colleges (ECCTYC). The Fall 1977, and Winter and Spring 1978 issues contain the following feature articles: (1) "The Demise of Literature: Some Hypotheses and Exhortations," by Don Liles, which looks at ways literature teachers can attract students to read and study literature; (2) "This Kid Can WRITE! A Comp. Program That Works," by Patt McDermid and Marshall Kremers; (3) "Literature and Literacy: Which Should We Teach?" by Peggy Pryzant, which looks at

trends in English enrollments; (4) "Literature by the Contract," by Marshall Cook, which explains the use of contract grading in a literature course; (5) "Modern Literature: Best Selling Novel," by Linda G. Wadleigh, which relates experiences teaching a popular literature course; (6) "A Composition Bibliography," compiled by Norm Prinsky; (7) "Oral--Aural Techniques in Remedial Writing Instruction," by Nancy H. Hoot, which describes a way of transferring students' speaking skills to their writing; (8) "Motivating Factors in Developing Student Writing Skills," by Verle Barnes, which recommends that developmental writing instruction be individualized, positive, utilitarian, practical, and enjoyable; (9) "A Practical Approach to Practical Writing," by Anna M. Ingalls, which recommends ways in which remedial writing instructors can encourage and motivate their students; (10) "Voices from Baccalaureate Study and the Marketplace," by Barbara Bilson, which highlights the importance of writing skills in college and on the job; (11) "The Coming of the Classless Society: Garrison's Method," by Liana Nixen, which responds to and applauds Roger Garrison's model of writing feedback; (12) "The English Teacher's Five Foot Shelf: Information, Please in the English Department," by Norm Prinsky, which urges composition instructors to keep abreast of the current literature on teaching writing; (13) "English and Employment: Antonyms?" by Julie Hatoff-MiraCosta, which suggests ways that English majors can capitalize on their skills in the job marketplace; and (14) "Sacred, Profane, and Humane in Departmental Life," by Hazard Adams, which reveals cycles in departmental politics. (AYC)

ED 288 579
JC 870 487

Rinnander, Elizabeth; Spinelli, Maria-Lydia
English Skills Tutorial Package for Limited English Proficiency
Students.

Los Angeles Pierce Coll., Woodland Hills, Calif.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of
the Chancellor.

PUB DATE- Oct 87

NOTE- 191p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- Adult Learning; Cultural Awareness; *English (Second
Language); *Language Skills; *Language Tests; Oral Language;
*Second Language Instruction; *Second Language Learning; Teaching
Methods; *Tutorial Programs; Two Year Colleges

This handbook describes Los Angeles Pierce College's (LAPC's)
English Skills Tutorial Package, which seeks to identify specific
areas of strength and weakness in students' language proficiency
and to strengthen those specific areas through discrete and
holistic approaches and, sometimes, conscious coaching. Following
introductory comments about the discrete tutoring approach and the
rationale for its use at LAPC, the handbook contains: (1)
background information about the Extended Opportunity and Services
Program (EOPS) English Skills Survey; (2) the English Skills Survey
answer booklet; (3) a copy of the English skills profile to be
completed based on test results; (4) instructions for test
administration; (5) samples of completed profiles; (6) "What Every
Tutor Should Know about Second Language Acquisition," which covers
the sociolinguistics of second language acquisition and the role of
helping programs, communicative competence, receptive and
productive competence, acquisition versus learning, and principles
of communicative growth; (7) "What We Learned," which reviews the
insights gained through the use of the tutorial package at LAPC in
the areas of tutoring adults, students' linguistic and cultural
backgrounds, and helping adult learners with pronunciation
problems; (8) "Evaluating the Students' Needs"; (9) "The Contrast
between English as a Second Language and English Instruction"; and
(10) "Some How To's," including how to divide tutoring time, how to
deal with specific problem structures, how to teach intonation and
stress, how to use reported speech exercises, how to teach
sequences of tenses, and some important don'ts. Appendixes provide
additional instructional material. (EJVV)

ED 288 637
PS 016 977

Glossop, Robert
Renewed Focus on the Changing Family and Its Challenges.
Vanier Inst. of the Family, Ottawa (Ontario).

PUB DATE- Mar 87

NOTE- 17p.; Paper presented at the Annual National Conference of the
Unified Family Courts and Conciliation Services (1st, Hamilton,
Ontario, Canada, March 29-April 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Employed Parents; Family (Sociological Unit); *Family
Characteristics; Family Income; *Family Life; Foreign Countries;
Futures (of Society); Labor Force; *Population Trends; *Social
Change

IDENTIFIERS- Canada

When looking at current data on families, it is important to
examine many of the assumptions held concerning families. While
families do share common needs and aspirations, it is unwise to

invoke an image of the family which assumes that all families
fulfill tasks in the same way. Practitioners in the fields of
education and the social services too often find themselves
struggling with the unintended consequences of a static and
monolithic image of the family. It is possible to discern a pattern
from among the interwoven economic, social, and demographic changes
in society. In contrast to traditional patterns of home economics
in which members of a family achieved material well-being and
security because of their membership in a family, today, economic
well-being is achieved in spite of family responsibilities. If a
place is to be made for families in the future, a critical
assessment is needed of (1) patterns of economic development that
require high rates of geographical mobility, (2) patterns of income
distribution that severely marginalize anyone who is not active in
the labor force, and (3) patterns of work and employment that are
insensitive to the family responsibilities of employees. (PCB)

Cummings, E. Mark; El-Sheikh, M.

An Organizational Scheme for the Classification of Attachments on a Continuum of Felt-Security.

PUB DATE- Apr 86

NOTE- 20p.; A previous version of this paper was presented at the International Conference on Infant Studies (Los Angeles, CA, April 1986). Document contains light, dot matrix print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attachment Behavior; *Classification; Comparative Analysis; *Depression (Psychology); *Infants; *Mothers; *Security (Psychology); Toddlers

IDENTIFIERS- *Assessment Instruments

A scheme for classifying attachment patterns is proposed that retains important elements of Ainsworth's system, but extends it to allow for the inclusion of more deviant patterns of behavior. The proposed scheme asserts that attachment relationships can be ordered on a continuum of felt security based upon an organizational interpretation of the security that the child

derives from the relationship with the parent in the Strange Situation. Behaviors considered in the new classification are those of (1) amelioration; (2) avoidance; (3) resistance; (4) difficulty in comforting; (5) depressed affect; (6) disharmony; and (7) disconnectedness. This system and Ainsworth's were used to classify a sample of 2- and 3-year-old children (N=38) of depressed mothers of varying ages who were part of a larger study. Classification was based upon the immediate success of the child's efforts to use the parent as a secure base and a more general judgment of the security that the child derived from the parent. Comparison of results indicated that the new scheme allowed classification of "unclassifiable" patterns; permitted classification over a wide range of ages in early childhood; detected insecurity in behaviors not included in Ainsworth's system; increased discrimination within pattern classification categories; and reduced the potential error of measurement at the border between categories. A table shows the security ratings for 10 of the children studied. Fourteen references are listed. (RH)

ED 288 723
SE 048 735

Blank, Rolf K.

Results of an Inventory of State Indicators and Data on Science and Mathematics Education. Science and Mathematics Indicators Project. Council of Chief State School Officers, Washington, D.C.

PUB DATE- Nov 87

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Curriculum; Data Collection; Educational Change; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Mathematics Education; Mathematics Instruction; *National Surveys; Outcomes of Education; Science Education; Science Instruction; *Secondary School Mathematics; *Secondary School Science; *State Programs; Student Attitudes; Student Evaluation; Teacher Effectiveness; Time on Task

IDENTIFIERS- *Council of Chief State School Officers

The Council of Chief State School Officers is in the process of assessing reforms that are aimed at improving science and mathematics education at the elementary and secondary levels. This document provides tabulations of the number of states that currently collect data on various indicators of science and mathematics education. Six categories of indicators were included

in this inventory. These were: (1) student outcomes; (2) instructional time/enrollment; (3) curriculum content; (4) school conditions; (5) teacher quality; and (6) resources. The results of the survey indicated that a majority of the states have programs of student achievement testing in science or mathematics. In contrast, only seven states collect information on student attitudes/intention towards further education in science or mathematics, and fewer than ten states collect data on minutes per week actually spent on elementary science and mathematics. (TW)

ED 288 393
FL 017 033

Harlow, Steve

Gaps in Generalised Phrase Structure Grammar.

PUB DATE- Nov 86

NOTE- 11p.; In: York Papers in Linguistics No. 12, 1986; see FL 017 027.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *English; Foreign Countries; *Grammatical Acceptability;
*Linguistic Theory; *Phrase Structure; Semantics; Sentence
Structure; *Structural Analysis (Linguistics); Syntax;
*Transformational Generative Grammar

Since its inception, proponents of Generalized Phrase Structure Grammar (GPSG) have claimed the superiority of the analyses that the theory makes available for certain problematic constructions in English. Two examples of such constructions are (1) rightward unbounded dependencies (including right node raising) and (2) parasitic gaps. However, as GPSG has evolved, various steps taken in its development to provide adequate explanations of central properties of English and other languages have rendered invalid previous claims concerning these two constructions, to the extent

that there is no obvious way in which the resulting paradoxes can be resolved in the current therapy. (MSE)

ED 288 454

HE 020 950

Yindra, Kathleen J.; And Others

Medical School Performance as a Predictor of Resident Competence.

PUB DATE- Apr 87

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Competence; Followup Studies; *Graduate Medical Students; Higher Education; *Medical Students; Outcomes of Education; *Performance; Predictor Variables; *Student Evaluation

The relationships between medical school academic achievement and first year residency performance were investigated for the 1983 and 1984 graduates of the Medical College of Wisconsin. The analyses were designed to control for suspected differential resident expectations among the directors of various medical specialties, and were replicated to determine the stability of the findings. Completed forms were returned for 64% (119) of the 1983 graduates and 74% (160) of the 1984 graduates. For both 1983 and 1984 graduates, correlations between medical school achievement measures and mean residency performance ratings were low, but significant, with the exception of 1983 Alpha Omega Alpha membership which was also low but insignificant. While the medical school performance of outstanding residents was better than that of below average residents, it was not possible to distinguish between outstanding and average residents, nor between average and below average residents on the basis of medical school course scores. The findings support the use of academic variables in the residency selection process. However, their use as a single factor or as a method of screening out applicants from further consideration was, at best, justified only in the case of extremely high or low medical school achievement measures. (Author/SW)

ED 288 496
IR 012 889

Ely, Donald P.

A Review of Reviews of Research on Computer Assisted Instruction.
ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 84

NOTE- 3p.

CONTRACT- NIE-400-77-0015

AVAILABLE FROM- ERIC/IR, 030 Huntington Hall, Syracuse University,
Syracuse, NY 13244 (free while the supply lasts).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction;
Conventional Instruction; Elementary Secondary Education; Higher
Education; *Instructional Effectiveness; *Intermode Differences;
Literature Reviews; *Media Research; *Student Motivation
IDENTIFIERS- ERIC Digests

With mounting interest in what research has shown about learning through computer assisted instruction (CAI), several research analysts have recently reviewed the CAI research for the past 20 years. Each review comes up with a set of conclusions that are fairly consistent with other reviews, and the conclusions from six of these studies are summarized in this digest as a guide for educators who want the essence of the research rather than comprehensive reports. These conclusions indicate that there is sufficient evidence to suggest a strong motivational element in computer use by students; continued use of computers lessens the initial motivation and tends to reduce retention; and the heightened effectiveness of CAI with elementary and secondary students is substantially reduced at the higher education level. (RP)

Park, Betsy

Information Seeking Behavior: An Introductory Examination.
Memphis State Univ., Tenn.

PUB DATE- 86

NOTE- 29p.; For a related paper, see IR 052 140.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *Behavior Theories; College Libraries; Educational

Research; Education Majors; *Graduate Students; Higher Education;
*Information Seeking; *Information Sources; *Information
Utilization; Literature Reviews; Questionnaires; Statistical
Distributions; Surveys

IDENTIFIERS- Memphis State University TN; Perry (William)

This investigation of information seeking behavior focuses on three behaviors: (1) how people gather information in academic or work environments; (2) the sources they use; and (3) how their behavior relates to the library and its resources. This paper provides a review of the literature on information seeking from 1981 to 1986, a report on a survey of the information seeking behavior of 25 graduate students in a course on educational research at Memphis State University (Tennessee), and reflections upon the implications of Perry's developmental stage theory for information seeking behavior. The survey instrument and a 30-item reference list are attached. (RP)

Reauthorization of the Follow Through Program. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 20 Feb 86

NOTE- 135p.; Serial No. 99-103. Document contains small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales

Office, U.S. Government Printing Office, Washington, DC 20402-9315
(Stock No. 552-070-00427-1, \$3.75).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Hearings; Intervention; Models; Primary Education; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation; Psychologists; Social Action

IDENTIFIERS- Congress 99th; Education Consolidation and Improvement Act 1981; *Project Follow Through; *Reauthorization Legislation

The reauthorization of the Follow Through Program (FT), a program designed to reinforce gains made by low income children in preschool, is the subject of this hearing report. Testimony includes a rationale for reauthorizing the program; information and comments concerning the accomplishments and future prospects of FT; a brief historical description of the Flint, Michigan schools' involvement with FT; a refutation of the argument that FT duplicates the efforts of Chapter 1; and comments of parents and children involved in the FT program. In addition to prepared statements and newspaper and magazine articles, supplementary materials placed in the record include: (1) a copy of front matter from a book which describes the FT program and five FT models, and examines the impact of the program; (2) an article which discusses the role of psychologists in the national FT project; and (3) a pamphlet entitled, "Follow Through: Benefiting Millions of Children." (RH)

ED 288 622
PS 016 945

Miller, Carol J.
Mother-Infant and Father-Infant Interaction Behavior.
PUB DATE- Apr 87

NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Family Life; Fathers; *Infants; Mothers; *Parent Child Relationship; Parent Participation; Parents; Sex Differences; *Sex

Role; *Social Behavior; *Socialization

IDENTIFIERS- Dyadic Interaction Analysis; *Reciprocity

A total of 20 infants 8 months of age were videotaped in dyads with each parent during 10 minutes of free play in a laboratory setting, to investigate reciprocal behavior among parents and their infants. Questionnaire data on parents' caretaking involvement were also collected. Findings indicated that mothers and fathers did not differ on the dimensions of contingent behavior, anti-contingent behavior, initiation behavior, "maternal" (social, toy-oriented) play style, or "paternal" (physical) play style. However, caretaking involvement, as measured by the amount of time parents individually spent with their infants, was negatively related to mothers' paternal play style and positively related to fathers' paternal play style. In addition, compared to female infants, male infants were the objects of more contingent, less initiating, and less paternal behavior. It is concluded that findings indicate the importance of focusing on similarities between maternal and paternal behavior and reveal precursors in infancy of sex role socialization. (RH)

ED 288 707

SE 048 719

Mathematics: Common Curriculum Goals. Curriculum Mapping: End of Fifth Grade.

Oregon State Dept. of Education, Salem.

PUB DATE- 27 Oct 87

NOTE- 57p.; For related documents, see ED 287 718 and SE 048 718-721.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Communication Skills; Curriculum Development; Curriculum Evaluation; Educational Objectives; *Elementary School Mathematics; Grade 4; Grade 5; Instructional Materials; Intermediate Grades; *Mathematics Curriculum; *Mathematics Instruction; State Curriculum Guides; *State Standards; *Student Educational Objectives; Study Skills

IDENTIFIERS- *Oregon

This document is designed to help school personnel analyze their current curriculum for grades 4 and 5 in terms of the Mathematics Common Curriculum for Oregon. The common curriculum goals are

organized into nine content strands: (1) number and numeration; (2) appropriate computational skills; (3) problem solving; (4) geometry and visualization skills; (5) measurement; (6) statistics and probability; (7) mathematical relationships; (8) oral and written communication skills; and (9) appropriate study skills. Each strand contains knowledge and skills to be developed with expected outcomes for students to achieve by the end of grade 5. Columns are provided to indicate the extent to which the expected outcomes are emphasized by (1) amount of instruction, (2) inclusion in course goals, (3) inclusion in instructional materials, and (4) coverage in staff training. Results of the analyses can be compiled and used to guide staff training and selection or development of materials. (RH)

Clark, Eve V., Ed.; Holden, Gary, Ed.

Papers and Reports on Child Language Development, Volume 26.

Proceedings of the Child Language Research Forum (19th, Stanford, California, April 3-5, 1987).

Stanford Univ., Calif. Dept. of Linguistics.

PUB DATE- Aug 87

NOTE- 139p.; For individual papers, see FL 017 002-015.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports -
Research/Technical (143)

DESCRIPTORS- Adverbs; American Sign Language; *Child Language;
Chinese; Discourse Analysis; *Grammar; Individual Development;
*Language Acquisition; Listening Habits; *Morphology (Languages);
Parent Child Relationship; *Phonology; Pronouns; Second Language
Learning; Spanish; Stress (Phonology); Tenses (Grammar); Uncommonly
Taught Languages; Verbs; Vocabulary Development

IDENTIFIERS- Reflexives

Presented is a collection of 14 conference papers on various aspects of child language acquisition. Papers and authors include: "Language and Psychological Development" (Jean Berko Gleason); "Regression in the Phonological Development of Two Children" (Ken M. Bleile, J. Bruce Tomblin); "Children's Acquisition of the Locality Condition for Reflexives and Pronouns" (Yu-Chin Chien, Kenneth Wexler); "Fast Mapping of Novel Words in Oral Story Context" (Elizabeth R. Crais); "Telegraphic Speaking Does Not Imply Telegraphic Listening" (LouAnn Gerken); "The Acquisition of Word Stress Rules in Spanish" (Judith G. Hochberg); "Conjunction in Children's Discourse" (Zoffia Laubitz); "Vocal Motor Schemes" (Lorraine McCune, Marilyn Vihman); "Time-Binding in Mother-Child Interactions: The Morphemes for Past and Future" (Ernst L. Moerk, Rosa M. Vilaseca); "Phonological Perception of Early Words" (Karen E. Pollock, Richard G. Schwartz); "The Conceptual Origins of the Transitive/Intransitive Distinction" (Matthew Rispoli, Lois Bloom); "Private Speech: Second Language Learning During the 'Silent' Period" (Muriel Saville-Troike); "Morphological Innovation in the Acquisition of ASL" (Karen van Hoek, Lucinda O'Grady, Ursula Bellugi); and "Children's Use of the Chinese Adverbial Jiu" (Rosalind Wu). (MSE)

ED 288 482

HE 021 011

Medicine Handbook.

New York State Education Dept., Albany. Office of the Professions.

REPORT NO.- NYS-PLS-HB-60

PUB DATE- Aug 87

NOTE- 88p.; This publication replaces the Medicine Handbook, July 1986, see ED 286 418.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Legal/Legislative/Regulatory Materials

(090) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Allied Health Personnel; *Certification; *Credentials;

Higher Education; Medical Education; Medical Schools; *Medicine;

Osteopathy; *Physicians; Records (Forms); State Agencies; State

Boards of Education; State Legislation; *State Licensing Boards;

*State Standards

IDENTIFIERS- *New York

A reference guide to laws, rules, and regulations that govern medical practice in the State of New York is presented. In addition to identifying licensing requirements/procedures for physicians, general provisions of Title VIII of the Education Law are covered along with state management, professional misconduct, and authorized acts. Regulations of the Commissioner of Education are also provided, along with a number of forms, including: application form for license and first registration, a candidate education and training record, a certification form for professional education and nonregistered or accredited programs, a certification form of approved clinical training, and a certification form of approved postgraduate training. Stipulations and requirements are also presented for medicine, physician's assistant, specialist's assistant, and acupuncture. Disciplinary procedures in the professions are discussed, and rules of the Board of Regents on unprofessional conduct are presented. Appended are lists of accredited U.S. and Canadian medical schools and schools of basic medical sciences, as well as schools of osteopathic medicine. (SW)

ED 288 511
IR 012 908

Karrer, Urs

Development of Computer-Assisted Instruction Curriculum Materials.
Results of a Survey.

PUB DATE- Aug 87

NOTE- 38p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted Instruction; *Courseware; Data Interpretation; Foreign Countries; Higher Education; Instructional Design; *Instructional Development; Material Development; *Production Techniques; Surveys; Tables (Data)

IDENTIFIERS- England; Netherlands; Switzerland; United States; West Germany

Based on the premise that the production strategy and the production approach have a strong impact on quality courseware development, a survey was conducted in 1987 to evaluate the development processes used for computer-assisted instruction curriculum materials. Questionnaires were sent to 64 institutions of higher education in England, the Federal Republic of Germany, the Netherlands, Switzerland, and the United States. There was a response rate of 50% for nonprofit institutions and 4.8% for profit organizations. Analyses of the data indicated that: (1) most of the respondents include concepts, ideas, and procedures of instructional (system) design in courseware development, but the procedures used have little in common; (2) most of the respondents utilize a team strategy for courseware development; (3) the respondents identified software engineering, the consideration of instructional and/or pedagogic concepts and ideas, and the production strategy as options that may discriminate between good and bad courseware; (4) the cyclic, iterative team strategy is regarded as appropriate by the respondents, most of whom reported no experience with other production systems; (5) respondents considered PASCAL, C, BASIC, machine/assembly language, and Logo to be the most important all-purpose languages for courseware development; (6) review and evaluation forms are the most important methods used by the respondents to determine software quality; and (7) the most important areas of software use after the natural sciences are economics and languages. The data are presented in 31 tables, and five references are provided. (RP)

ED 288 667
RC 016 458

Di Benedetto, Romeo

Hispanic Culture and Literature: An Overview. Mexican American
Education Fact Sheet.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces,
N. Mex.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Feb 83

NOTE- 4p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Information Analysis/State-of-the-Art Materials - ERIC Information
Analysis Products (071)

DESCRIPTORS- Anglo Americans; Cultural Traits; Ethnicity; Family
Relationship; *Hispanic American Culture; *Hispanic American
Literature; Mexican American Literature; *Mexican Americans;
Political Attitudes; Quality of Life; Social Characteristics;
*Social Differences; Social Discrimination; Sociocultural Patterns;
*Values; Work Attitudes

Insights into the social and cultural experiences of Hispanic
people can be gleaned from both the social sciences and literature,
and it is probably accurate to state that values are the most
important shared dimension of a culture. There are not many value
differentiations that separate the Hispanic from the Anglo. In
examining the first national study of Mexican Americans (Grebler,
1970), it is noted that Mexican Americans are both the oldest and
the newest minority in the United States. Their life styles (now
predominantly urban), family and marital trends, goals for their
children, and work values are more and more similar to those of the
dominant Anglo society, and they are increasing their interaction
with Anglos. There is a greater diversity in political tactics, an
increasing differentiation in in-group and out-group perceptions,
and a belief that discrimination is lessening. Cultural tenacity is
not as widespread nor as powerful as literature and leadership
would lead others to believe. Literature sources on Hispanic
culture which may be useful to educators are discussed, followed by
a 22-item list giving the bibliographic information. (JMH)

McIntosh, Billie Jane
Special Needs of American Indian College Students.
Mesa Community Coll., AZ. Office of Research and Development.
PUB DATE- May 87

NOTE- 43p.

AVAILABLE FROM- Mesa Community College, Office of Research and Development, 1833 W. Southern, Mesa, AZ 85202 (\$5.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Academic Advising; *American Indian Education; American Indians; *Career Guidance; College Preparation; College Students; Community Colleges; *Counseling; Cultural Differences; Culture Conflict; Curriculum Enrichment; Dropout Rate; *Dropout Research; Dropouts; Educational Counseling; Expectation; Financial Problems; Higher Education; Language Skills; Motivation Techniques; *Needs Assessment; Objectives; Services; Student Attitudes; *Student Needs; Universities; Values; Work Experience Programs

Weak academic background, cultural shock, inadequate support services, English deficiency and other needs have been identified as reasons why only 10% of American Indian college freshmen graduate from college. A review of the literature shows that harmony and pride present a cultural conflict in adjusting to exposure to non-Indian society. Value conflicts, motivational factors and financial problems were contributing factors to a high drop-out rate (75-93%) at the University of Minnesota (Duluth). University of California (Los Angeles) research found that distrust of the institution, unrealistic expectations of education and the University environment, and a lack of counseling contributed to the dropout rate. A Mesa Community College study showed that 73% of those students surveyed needed personal-career interest assessments and 35% needed personal counseling. Other surveys show the need for heritage consistency, academic preparation, English language skills, realistic career goals, American Indian faculty and curriculum (including the opportunity to study their own culture), financial aid, and reservation-relevant education. The Dallas County survey recommended hands-on job experience to promote better job placement after graduation. Community colleges are thought to best serve the American Indian student, being community-oriented, socially, economically, and culturally mixed, lower priced, and offering more counseling. (JHH)

Kurth, Kristie

Factors Which Influence a Female's Decision to Remain in Science.

PUB DATE- 11 Jun 87

NOTE- 46p.; Exit Project-S 591, Indiana University, South Bend.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reference Materials -
Bibliographies (131)

DESCRIPTORS- Academic Achievement; Classroom Environment; *Elementary
School Science; Elementary Secondary Education; Expectation;
*Females; Locus of Control; *Role Perception; Science Education;
Science Instruction; *Scientific Attitudes; *Secondary School
Science; Self Concept; *Stereotypes

IDENTIFIERS- *Science Education Research

Research has shown that girls and boys begin at equal levels of performance in mathematics and science, but that during the middle school years differences have been observed in both science achievement and science attitudes of males and females. It appears that once science becomes an option for females, they often do not select science experiences. The purpose of this literature review was to analyze research dealing with the factors influencing female retention in the sciences. These factors were considered from personal, sociological, and educational perspectives, with the intention of making people more aware of the influences which they may have on the future education of females. The studies cited in this project are arranged in alphabetical order and are annotated. These studies reveal several personal (biological, individual self-concept, and locus of control), social (stereotyping and the influence of significant others), and educational (classroom environment and science experience) variables which are responsible for this lack of female participation in the sciences. (TW)

ED 288 377

FL 017 017

Rodríguez-Brown, Flora V.

A Sociolinguistic Perspective of Language Proficiency of Limited English Proficient Students.

PUB DATE- Dec 86

NOTE- 37p.; For a related paper, see FL 017 016.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adults; Bilingual Education Programs; *Bilingualism; Comparative Analysis; Elementary Education; English (Second Language); Grade 3; *Language Proficiency; *Language Usage; *Limited English Speaking; Monolingualism; *Questioning Techniques; Sociolinguistics; Spanish Speaking; *Speech Acts; Urban Areas

A study investigated the relationship between relative language proficiency and the types of questions produced by bilingual children in different settings and situations, taking into account the whole language repertoire in both languages and in different settings. The subjects were six third-graders in a self-contained maintenance bilingual education program in a midwestern city. Video- and audio-taped data collected in the classroom, at home, and in the park were analyzed. The data show that the children produced the same question repertoire previously found in English monolingual children and adults. Children asked more questions in the language in which they were more proficient. Certain question types appeared only in children who were proficient in a language, while other question types were characteristic of the speech of limited-proficiency children. The use of question types was found to vary across classroom activities. Further study of use of different speech acts, in relation to relative proficiency and within a sociolinguistic framework, will enhance the design of holistic models for describing bilingual children's language behavior across settings and situations. (Author/MSE)

Local, John K.

Some Rhythm, Resonance, and Quality Variations in Urban Tyneside Speech.

PUB DATE- Nov 86

NOTE- 9p.; In: York Papers in Linguistics No. 12, 1986; see FL 017 027.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Articulation (Speech); Dialects; English; Foreign Countries; *Language Rhythm; *Language Variation; Linguistic Theory; *Phonology; Pronunciation; Sociolinguistics; *Suprasegmentals; Syllables; Urban Areas; *Vowels

IDENTIFIERS- *Great Britain

A study examined final vowel qualities in the speech of seven English speakers from the urban Tyneside area of England. It focused on variations in the pronunciation of the final "y" (e.g., city, happy, tiny) and their explanation by way of (1) the resonance characteristics associated with the articulatory gesture, (2) the rhythmic-quantity characteristics of the first, accented syllable, and (3) the voicing characteristics immediately following the final vowel. The study points to the importance of three factors in phonological statement: (1) the need to recognize many structures and systems; (2) the need to take systematic account of the resonance characteristics of all articulatory gestures; and (3) the phonological relevance of pieces longer than the segment or syllable. (MSE)

ED 288 410
FL 017 054

Bint, Peter, Ed.; And Others
ESPMENA Bulletin. Nos. 23 and 24, 1987.
Khartoum Univ. (Sudan).

PUB DATE- 87

NOTE- 74p.; For the previous year, see ED 279 201. No. 24 uses small, light dot matrix type.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Book Reviews; Classroom Techniques; Developing Nations; *English (Second Language); *English for Academic Purposes; *English for Special Purposes; Forestry; Instructional Materials; Intonation; Pronunciation Instruction; Second Language Instruction; Speech Skills; *Student Projects; *Suprasegmentals; Textbooks; Verbs; Word Frequency; *Writing Instruction

These two issues of the bulletin of English for Special Purposes in the Middle East and North Africa (ESPMENA) include book reviews, notices to the profession, and these articles: "Verb Frequencies in a Forestry Textbook" (Yu Xiaoyuan); "X Equals NX One Plus NX Two Over M Plus N" (E. Arnold); "A Note on Research in an EAP [English for Academic Purposes] Writing Clinic" (Larry Selinker); and "The Structure of Oral Presentations" (Hilary Nesi, John Skelton). (MSE)

Petry, John R.

The Revival of General Education Programs in American Colleges and Universities.

PUB DATE- 4 Nov 87

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chicago, IL, November 4, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Basic Skills; *College Curriculum; Communication Skills; Core Curriculum; Cultural Awareness; *Educational Objectives; *General Education; Higher Education; *Knowledge Level; Mathematics Skills; Sciences; *Skill Development; Social Sciences; Values Clarification; Writing Skills

IDENTIFIERS- Memphis State University TN

The objectives and skills promoted by college general education studies are considered, including objectives identified by President Truman's Commission on Higher Education and by a task force of the American Association of State Colleges and Universities. Purposes of the general education program are to: develop skills to complete college and live actively in society; promote awareness or the diversity of human endeavors in intellectual, creative, social, and technological spheres; and develop analytical and critical skills. Minimum goals include basic skills and knowledge, intellectual awareness of the global heritage and the value of cultural activities, and judgment development and values clarification. The basic skills of communication, English composition, oral communication and rhetoric, and mathematics are discussed. Criteria for a general education program are identified for: writing and learning, speaking and listening, mathematics, cultural heritage, American heritage, social institutions, natural science, fitness and wellness, "across the curriculum," and integration. The Memphis State University (Tennessee) general education model is briefly addressed. (SW)

ED 288 468
HE 020 968

Cox, Joseph W.; And Others

Striving for Excellence One College at a Time: A Theme with Three Variations.

PUB DATE- Oct 84

NOTE- 29p.; Paper presented to the Joint Meeting of the American Educational Research Association and the Association for the Study of Higher Education (San Francisco, CA, October 28-30, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; *College Planning; Educational Change; Educational Quality; Fine Arts; Higher Education; Humanities; Journalism Education; *Organizational Change; Organizational Climate; Organizational Theories; School Effectiveness; *School Organization; Speech Communication; *State Universities; Teacher Education; Technology; Telecommunications

IDENTIFIERS- *Environmental Scanning; *Northern Arizona University
The use of environmental scanning by three colleges at Northern Arizona University is discussed. The environment confronting each college is described, along with the process that was used to direct change to improve the efficient use of human and fiscal resources. The process involved: scanning the internal and external environments, establishing goals and a time frame, involving the maximum number of positive participants, building consensus within the unit and externally for the new direction, and implementing change. At the University, three colleges adapted in different ways to what would be viewed from central administration as a single environment. The College of Creative and Communication Arts is a unique organizational structure that includes personal and public communication, telecommunication, and journalism in a single academic unit. The College of Design and Technology is a new academic unit that evolved from the School of Applied Sciences when the environment shifted and the educational mission grew. The College's mission and organization was modified to blend technological areas with teacher education. The Center for Excellence in Education is designed to improve teacher education and the effectiveness of public schools. (SW)

ED 288 541
IN 052 208

Wesley, Threasa L.; Werrell, Emily
Strategies for Successful Library Research: A Step-by-Step Guide.
Northern Kentucky Univ., Highland Heights.

PUB DATE- 86

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Academic Libraries; Autoinstructional Aids; Books;
Government Publications; Higher Education; Information Seeking;
*Library Instruction; *Library Skills; Periodicals; *Research
Skills; *Search Strategies; Workbooks; Worksheets

IDENTIFIERS- *Northern Kentucky University

Developed by the Instructional Services Department of Northern Kentucky University's W. Frank Stealy Library, this self-paced workbook is designed for students who are undertaking library research projects. Based on a five-step search strategy and designed to provide individualized guidance through the fundamental steps in the library research process, the guide can be adapted to any student's research topic, and its worksheets can be used as the basis for a working bibliography. Emphasis is placed on the ability to determine particular information needs, to determine sources appropriate to those needs, and to evaluate the usefulness and reliability of each source. Following general instructions on the use of the workbook, the search strategy is introduced, and discussions are presented on the search strategy components of choosing and refining a topic; locating books, periodicals, and government documents on the topic; and locating additional information as needed. A concluding discussion considers the importance of evaluating information. Six worksheets are provided for the various components of the search strategy, and selected listings of subject encyclopedias and subject indexes are included. (Author/KM)

ED 288 555
IR 052 225

Gapen, D. Kaye; And Others

Technology & U.S. Government Information Policies: Catalysts for New Partnerships. Report of the Task Force on Government Information in Electronic Format.

Association of Research Libraries, Washington, D.C.

PUB DATE- Oct 87

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Information; Budgeting; Cooperation;
*Depository Libraries; *Electronic Publishing; *Government Publications; *Government Role; *Information Dissemination; Library Services; Program Evaluation; Technological Advancement

IDENTIFIERS- Government Printing Office; *Information Policy; Policy Analysis; *Private Sector; Value Added

Designed to encourage discussion of technology and U.S. government information policies and a clearer understanding of how the characteristics of electronic formats affect the availability of information, this report focuses on the implications for the library, education, and research communities that have heretofore assumed some responsibility for providing government information to the general public. Five issues are addressed: (1) challenges to the U.S. government information policies; (2) the roles of the private sector and government responsibilities in making information available; (3) models for the analysis of the distinctive characteristics of information in electronic formats; (4) a changing framework for library services; and (5) the consequent influence of these four sets of issues on the Depository Library Program, a Congressional program designed to provide equitable public availability of government information. It is concluded that circumstances warrant a reassessment of library responsibilities with a view to new opportunities made feasible by technology, and that this reassessment can only be made effectively when the Government Printing Office initiates distribution of some electronic products to depository libraries. "Government Information in Electronic Format: A Statement of Principles," a draft statement by the Association of Research Libraries Task Force on Government Information in Electronic Format, is appended. (KN)

ED 288 594
JC 870 542

Hutchins, Sally, Ed.

ACCT Trustee Quarterly; Volume 11, Numbers 1-4, Winter 1986-87 through Fall 1987.

Association of Community Coll. Trustees, Annandale, Va.

PUB DATE- 87

NOTE- 159p.

AVAILABLE FROM- Trustee Quarterly, Association of Community College Trustees, 6928 Little River Turnpike, Suite A, Annandale, VA 22003 (single copy, \$3.50; annual subscription rate, \$12.00 per year).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Administrative Policy; *Board Administrator Relationship; *College Administration; College Role; Community Colleges; *Governing Boards; *Trustees; Two Year Colleges
These four issues of "ACCT Trustee Quarterly" contain articles on topics of current concern to community college trustees. Articles in the Winter 1986-87 issue focus on current economic challenges, personal liability, filling trustee vacancies on community college boards, cooperative ventures, foundation-building, a "quality first" program, the American community college system, and merit pay. The Spring 1987 issue examines the relationship between private industry and public education, community colleges and the economic development of the Rural South, two-year college alumni programs, secondary and postsecondary vocational programs, computer programmer training for the disabled, cultural pluralism, and the selection of the college president. Topics discussed in the Summer 1987 issue include improvement of minority student services, financial planning, the mission for community colleges in 1987, evaluating the chief executive officer, leadership, and a "study of learning excellence." Finally, the Fall 1987 issue covers the economic implications of the American Nursing Association's proposal on entry into practice, exemplary boardmanship, a national survey on community college trustee characteristics, the mission of the community college, the use of financial forecasts, and the "cooling out function" and its relationship to recruiting and retention in community colleges. (UCM)

ED 288 680
RC 016 488

Barabe, Rosemeri; And Others

PATHWAYS: An Adult Basic Skills Writing Workbook, Level I. Teacher's Guide.

Affiliation of Arizona Indian Centers, Inc., Phoenix.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

PUB DATE- 87

NOTE- 33p.; For related documents, see ED 254 362 and RC 016 482-493.

GRANT- G008420037; G008610079

AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 North Central Avenue, Suite 814, Phoenix, AZ 85004 (\$4.95 plus shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy; American Indian Culture; *American Indian Education; Basic Skills; *Course Content; Course Objectives; *Literacy Education; Reading Instruction; Reading Skills; Relevance (Education); Sequential Approach; Supplementary Reading Materials; Teaching Guides; *Teaching Methods; Units of Study; Writing Instruction; *Writing Skills

IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

Part of an adult basic education series utilizing Southwestern American Indian cultural material, this level I (third grade equivalent, 2.7-3.9 readability) teacher's guide contains concise explanations of the various writing skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available supplementary commercial materials with specific pages cited. Unit I focuses on parts of speech: common and proper nouns, singular and plural nouns, pronouns used as nouns, simple verb tenses, articles, and descriptive adjectives. Unit II teaches sentence structure. Unit III covers uses of a period or question mark at the end of sentences. Unit IV presents capitalization. Unit V familiarizes students with the writing of personal information on forms used by businesses, schools, hospitals, etc., as a way of keeping records. (NEC)

Mathematics: Common Curriculum Goals. Curriculum Mapping: End of Eighth Grade.

Oregon State Dept. of Education, Salem.

PUB DATE- 27 Oct 87

NOTE- 63p.; For related documents, see ED 287 718 and SE 048 718-721.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Communication Skills; Curriculum Development; Curriculum Evaluation; Educational Objectives; *Elementary School Mathematics; Grade 6; Grade 7; Grade 8; Instructional Materials; Intermediate Grades; Junior High Schools; *Mathematics Curriculum; *Mathematics Instruction; State Curriculum Guides; *State Standards; *Student Educational Objectives; Study Skills

IDENTIFIERS- *Oregon

This document is designed to help school personnel analyze their current curriculum for grades 6, 7, and 8 in terms of the Mathematics Common Curriculum for Oregon. The common curriculum goals are organized into nine content strands: (1) number and numeration; (2) appropriate computational skills; (3) problem solving; (4) geometry and visualization skills; (5) measurement; (6) statistics and probability; (7) mathematical relationships; (8) oral and written communication skills; and (9) appropriate study skills. Each strand contains knowledge and skills to be developed with expected outcomes for students to achieve by the end of grade 8. Columns are provided to indicate the extent to which the expected outcomes are emphasized by (1) amount of instruction, (2) inclusion in course goals, (3) inclusion in instructional materials, and (4) coverage in staff training. Results of the analyses can be compiled and used to guide staff training and selection or development of materials. (RH)

ED 288 724
SE 048 736

Blank, Rolf K.; Espenshade, Pamela
State Education Policies Related to Science and Mathematics. Science
and Mathematics Indicators Project.

Council of Chief State School Officers, Washington, D.C.

PUB DATE- Nov 87

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Policy; *Elementary School Mathematics;
*Elementary School Science; Elementary Secondary Education;
Mathematics Education; Minimum Competency Testing; *National
Surveys; Science Education; *Secondary School Mathematics;
*Secondary School Science; Staff Development; State Departments of
Education; State Programs; State School District Relationship;
Teacher Certification; Time on Task

IDENTIFIERS- Council of Chief State School Officers

This report contains state-by-state information on educational policies related to science and mathematics education at the elementary and secondary levels. The information was collected through the cooperation of the State Network on Science/Mathematics Indicators, which includes professional staff in each state department of education. The report summarizes current state policies related to science and mathematics in four areas. These are: (1) policies affecting the amount of instruction at elementary and secondary levels; (2) requirements for the certification of teachers; (3) recent policy initiatives on alternative certification and staff development; and (4) student testing in science and mathematics. The report includes documentation in tabular form of eight specific sets of data collected as a part of the survey. (TW)

ED 288 425
HE 020 892

Western Australian Post Secondary Education Commission. Tenth Annual Report for the Period 1 January to 31 December 1986.

Western Australia Post Secondary Education Commission, Nedlands.
PUB DATE- Feb 87

NOTE- 50p.; For a prior report, see ED 250 989.

AVAILABLE FROM- West Australian Post-Secondary Education Commission, P.O. Box 135, Nedlands, W.A. 6009, Australia.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; *College Planning; Financial Policy; Financial Support; Foreign Countries; *Government School Relationship; *Postsecondary Education; Public Colleges; Public Policy; Resource Allocation; *State Boards of Education; State Universities; Technical Education; Technical Institutes

IDENTIFIERS- *Australia (Western Australia); *Western Australian Post Secondary Education Comm

The 1986 annual report of the Western Australian Post Secondary Education Commission identifies objectives and achievements, policy initiatives, education program and related matters, resource planning activities, national and state consultation efforts, and related governmental developments. Education program and related matters include: accreditation, new teaching developments, doctorates, aboriginal education, external studies, dental nursing course review, postgraduate nursing course review, community studies, visual arts education, and a voluntary adult education grants scheme. The following resource planning issues are addressed: capital works, recurrent funding, resource provision, enrollment growth, higher education funding, statistical system

developments, and population influences on enrollment growth. The national tertiary education statistics collection system is also considered. Appendices include: a list of the functions and duties of the Commission; information on 1986 major committees of the Commission and a list of committee members; a list of Commission staff at the end of 1986; and a list of Commission receipts and payments for 1986. (SW)

ED 288 455
HE 020 951

Shklov, N.

Effective Counselling in Peer Assessment of Teaching.

PUB DATE- 22 Jun 87

NOTE- 8p.; Paper presented at the Annual Conference on Teaching and Learning in Higher Education (Kingston, Ontario, June 22, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Observation Techniques; *Faculty Evaluation; *Feedback; Higher Education; *Instructional Improvement; Interprofessional Relationship; *Peer Evaluation; *Teacher Effectiveness

Ways to promote the evaluation of teaching performance by peers are considered. It is suggested that the evaluator's task be extended to include counseling and coaching the instructor being evaluated in order to help him/her overcome deficiencies in classroom performance. The counselor/evaluator should start by scheduling a short meeting with the instructor to get acquainted and decide on dates for the counselor to visit the classroom. The remainder of the interview should be devoted to discussing the nature of the class the counselor will attend. Nine aspects of teaching are identified that the counselor should assess. After the first lecture attended by the counselor, a conference should be scheduled

with the instructor to discuss all nine items. After attending one or two more lectures, another conference should be held. An example is provided of how one aspect of performance (class control) might be handled by the instructor. It is concluded that counseling and coaching can be an extension of teaching evaluation. (SW)

ED 288 497
IR 012 890

Ediger, Marlow
Computers in the School Curriculum (A Collection of Essays).
PUB DATE- [87]
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - General (020)

DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *Curriculum Development; Educational Philosophy; Educational Psychology; Elementary Secondary Education; Evaluation Criteria; Learning Activities; Objectives; *Social Studies; Teacher Attitudes
Emphasizing the use of computers to achieve educational objectives, the three essays in this collection utilize the principles of learning, schools of thought in educational psychology, and guidance from a study of the philosophy of education to provide a framework relevant for the use of computers in developing the curriculum. The first essay, "Goals in the Curriculum," assesses the worth of diverse categories of relevant ends in the curriculum, with emphasis on vocational and classical ends and pupil interest as ends. "Computers at the Crossroads" discusses reasons why many classroom teachers do not use available computer technology, the evaluation of software, the philosophy of computer use, the psychology of learning and computer use, and the survival of computer and software use in the classroom. "Computer Use and the Social Studies" discusses the principles of learning and the computer; five kinds of courseware--drill and practice, tutorials, diagnosis and remediation, simulations, and games--and their use in social studies classes; various philosophies of education and the

computer, including experimentalism, idealism, realism, and existentialism; and two psychologies of learning, i.e., behaviorism and humanism, and the computer. Eight references are provided for the second essay. (RP)

ED 288 527
IR 052 142

Dickson, Laura K.; And Others

New Start: Bibliographic Instruction for Nontraditional Students.
Nebraska Univ., Omaha. Univ. Library.

PUB DATE- [Feb 87]

NOTE- 39p.; Some figures contain small, broken type.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Higher Education; *Library Instruction; *Nontraditional
Students; *Refresher Courses; Workbooks

IDENTIFIERS- University of Nebraska Omaha

The New Start program at the University of Nebraska-Omaha was initiated in 1975 to focus on the needs and concerns of nontraditional students, i.e., individuals who are at least 25 years old and have been away from formal education for at least three years. Offered as an elective course for one hour of credit, the program includes reviews of basic skills in math and English as well as the learning of study and test-taking skills, stress management, and library skills. The largest single block of New Start time--25 percent of the class sessions--is spent in instruction on the use of library resources. Focusing on the bibliographic instruction component of the program, this paper discusses the special needs of this group of students and how the library instruction helps to meet these needs. The content of the course is also briefly described together with the teaching methods used, students' and librarians' attitudes toward the course, and an assessment of its effectiveness. The 17-page Library Orientation Workbook, four worksheet assignments, and the evaluation form that students complete in the last class of each session are appended. (RP)

Bilson, Barbara, Ed.; Kurilich, Frances, Ed.
 Inside English: Journal of the English Council of California Two-Year
 Colleges; Vol. V, Nos. 1-3, Fall 1978, Winter 1979, and Summer
 1979.

English Council of the California Two-Year Colleges.

PUB DATE- 79

NOTE- 25p.; This journal is printed in oversize form (11.5 x 14.5).

All pages have been photographically reduced by ERIC to standard
 size (8.5 x 11) before microfiching. For the complete archival
 compilation of volumes 1-13 of "Inside English," see ED 272 238.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive
 (Program/Project Descriptions) (141)

DESCRIPTORS- *College English; Community Colleges; Declining
 Enrollment; Educational Finance; *English Curriculum; English
 Departments; *English Instruction; Literature; *Remedial
 Instruction; Retrenchment; Student Placement; Teacher Workshops;
 *Teaching Methods; Two Year Colleges; Two Year College Students;
 Writing (Composition); *Writing Instruction; Writing Processes;
 Writing Skills

Designed primarily for English faculty at two-year colleges in
 California, "Inside English" includes articles on instructional

innovations and major curricular, administrative, and employment
 issues of concern to teachers in the field as well as information
 on the activities of the English Council of the California Two-Year
 Colleges (ECCTYC). The Fall to Summer 1978-79 issues contain a
 number of articles analyzing the effects of Proposition 13 and
 include the following feature articles: (1) "1978 Stanford
 Conference on Writing as a Basic Skill: Finding the Funds," by
 Genevieve S. Meyer; (2) "Stage Write: Confessions of a Born Again
 Writing Teacher," by Richard H. Dodge; (3) "Three Elements in the
 Teaching of Composition," by Rae Jeane Popham; (4) "One Successful
 Approach," by Mary Spangler and Rita Werner; (5) "On Writing a
 Placement Examination: From the Drawing Board," by Robert Mognis;
 (6) "Helping Students," by Thomas Peterson; (7) "Links in the Chain
 of Being: Where Does the English Discipline Fit?" by Gertrude
 Fujii; (8) "Literature Enrollment Declines," by Sandra J. Edwards;
 (9) "Madison Avenue Comes to College: Upping Literature
 Enrollment," by Nina Theiss; (10) "EOPS at Orange Coast College,"
 by Bob Dees; (11) "A Few Words in Defense of Common Sense: An
 Apostrophe to Grendelian Grammar," by Lyndon D. Sundstrand; and
 (12) A Literature Class That Works," by Muriel Allingham-Dade. (AYC)

ED 288 608
PS 016 554

Geva, Esther; Cohen, Rina
Transfer of Spatial Concepts from Logo to Map-Reading.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- 87
NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Age Differences; Elementary Education; *Elementary
School Students; Foreign Countries; Grade 2; Grade 4; *Map Skills;
Pretests Posttests; *Spatial Ability; Teaching Methods; *Transfer
of Training

IDENTIFIERS- *LOGO Microworlds; *Ontario; Turtle Geometry

Effects of Logo instruction on the performance of 21 grade 2 and 26
grade 4 Canadian students on a map reading task was examined in a
pretest-treatment-posttest design with controls. Logo instruction
was implemented through a series of four graduated, sequential Logo
Microworld programs which were used by students daily for 7 months.
The control group consisted of children drawn from classes in which
computers were used for drills and word processing. The
pretest-posttest map-reading task required children to give
instructions to a puppet about how to proceed along the paths of 12

maps. Findings indicated that (1) the acquisition of basic Logo
concepts involving use of alternative frames of reference and the
manipulation of directions involving rotation and angles can be
facilitated through the implementation of the Logo Microworld
programs; (2) the careful implementation of the Microworld programs
resulted in transfer of specific spatial skills to the related
domain of map-reading; and (3) developmental constraints exist that
limit the ability of young children to master certain spatial
skills embedded in Logo and to use them in contexts involving
transfer. It is concluded that findings highlight the importance of
carefully matching concepts in Logo with specific cognitive effects
and of taking into consideration task complexity and cognitive
developmental factors. (RH)

ED 288 623
PS 016 949

Taylor, Tommie Nell
Enhancing Interpersonal Problem-Solving Skills in Preschoolers.
PUB DATE- 86
NOTE- 55p.; Masters Thesis, University of Pittsburgh.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses -
Master Theses (042)

DESCRIPTORS- Conflict Resolution; Early Childhood Education;
*Interpersonal Competence; Males; Perspective Taking; *Preschool
Children; Pretests Posttests; *Problem Solving

The effect of interpersonal problem-solving skills training on the verbal and behavioral competence in the social problem-solving of preschoolers was assessed. An intervention was designed to help preschoolers set goals, generate alternatives, and evaluate outcomes in problematic social situations. For the verbal component of social problem-solving, results indicated that performance of experimental subjects uniformly improved from pretesting to posttesting, whereas that of two out of three control subjects deteriorated. For the behavioral component of social problem-solving, results indicated almost no difference between experimental and control subjects. (PCB)

Martin, Beverly Barber

Developing a Learning-Teaching Styles Scheme to Improve Teaching
Behaviors of College Child Development Student Interns.

PUB DATE- 87

NOTE- 125p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (D43)

DESCRIPTORS- *Child Development; *Cognitive Style; Community
Colleges; *Curriculum Development; Intervention; Personality;
Preschool Education; *Preschool Teachers; *Teacher Behavior;
*Teacher Education; Two Year Colleges

Implemented in an urban community college's child development teacher training program, this practicum project addressed the problem of discrepancies between training and work environments. General goals of the practicum were: (1) to design a learning styles training format for preschool teachers; (2) to provide teachers with factual information about modality-based learning styles theory; (3) to train teachers to analyze their own learning styles patterns; and (4) to train teachers to assess their own teaching behavior. Seminars provided an introduction to personal values and beliefs about teaching, perceptual learning styles, and personality or temperament types as they are related to teaching behaviors with young children. Subsequent expansion of the intervention provided instruction on personality styles and the curriculum; field trips; and an audiovisual presentation. Practicum evaluation data indicated that participants increased in awareness and sensitivity toward individual style patterns; increased in respect for diversity in others; showed flexibility and variability in classroom teaching behaviors; and understood basic concepts of learning. A 32-item reference list is included. Related materials, including survey forms, workshop lesson plans, and an instructional unit on the implications of temperament styles for college teaching, are appended. (RH)

ED 288 654
PS 017 020

Camras, Linda A.

Darwin Revisited: An Infant's First Emotional Facial Expressions.

PUB DATE- Aug 87

NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). Photographs will not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; *Facial Expressions; *Infants; Videotape Recordings

IDENTIFIERS- *Developmental Patterns

Facial expressions produced by an infant during the first 8 weeks of life were observed and recorded by the infant's mother, who was trained in several anatomically based systems for coding facial expressions. Data records included diary entries and videotape recordings. Instances of facial expression patterns currently considered to be expressions of distress or pain, anger, sadness, disgust, happiness, and surprise were observed and recorded. Three expression patterns, for sadness, surprise, and anger, were observed earlier than had been previously reported. Some expression patterns, such as the surprise configuration, were not associated with external stimuli which adults would consider likely to elicit such patterns. All expressions, however, were organized to some extent by environmental events. Seventeen references are listed. (RH)

ED 288 362
FL 017 002

Gleason, Jean Berko
Language and Psychological Development.
PUB DATE- Apr 87

NOTE- 18p.; In: Papers and Reports on Child Language Development,
Volume 26; see FL 017 001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Development; *Child Language; Cognitive
Development; Emotional Development; *Individual Development;
*Language Acquisition; *Language Role; Oral Language; Parent Child
Relationship; Parent Influence; Psycholinguistics; *Social
Development

Input language may have an effect on child development that goes
far beyond language development alone. Language is the medium by
which children acquire at least a portion of their sex role and
social class or group characteristics, world view, and emotional
and psychological well-being. Existing theories of psychological
development ignore language, attempting to correlate parent

behaviors and child outcomes without taking advantage of the
substantial research on parent-child linguistic interactions. While
developmental psychologists recognize that internalization of
parental characteristics through identification is a broad and
pervasive aspect of the young child's personality development, it
is treated as a magical process in the literature of child
development, ignoring language directed at the child as a likely
vehicle for transmission of the parents' orientation and value
system. Several decades of data on parent-child interaction
gathered by linguists can and should be used to illustrate the role
that language plays in child development. (MSE)

English Teaching Profile: Hungary.
British Council, London (England). English Language and Literature
Div.

PUB DATE- Jun 87

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Creative Writing; Educational Administration; Elementary
Secondary Education; *English (Second Language); Foreign Countries;
Information Sources; Instructional Materials; International
Cooperation; *Language Role; Postsecondary Education; Research
Projects; Teacher Characteristics; *Teacher Education; Technical
Assistance

IDENTIFIERS- *Hungary

A review of the status of English language instruction in Hungary begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (preprimary, elementary, secondary, higher, vocational, adult, and teacher), the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English outside the educational system, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. English is the most popular of the second foreign languages taught in schools and to adults, and many of its students reach a proficiency enabling them to read scientific texts. While the teaching is satisfactory, instructors are often weak in spoken and colloquial English. New intensive language programs, plans for English-medium schools, and the high level of usage of English-language resources are encouraging signs of continued strength for English. (MSE)

Residence and Migration of College Students. Higher Education General Information Survey (HEGIS) [machine-readable data file]. National Center for Education Statistics (ED), Washington, DC. REPORT NO.- EF-000030

PUB DATE- 84

NOTE- Data for this file has been collected for the following periods: Fall 1968 (HEGIS III); Fall 1972 (HEGIS VII); Fall 1975 (HEGIS X); Fall 1979 (HEGIS XIV); Fall 1981 (HEGIS XVI); Fall 1984 (HEGIS XIX).

AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Services (IS), Washington, DC 20208. Telephone (800) 424-1616. (SAS File or SPSS-OX File: \$150).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- College Freshmen; *College Students; *College Transfer Students; Education; *Enrollment; Foreign Students; Full Time Students; Graduate Students; Higher Education; *In State Students;

National Surveys; *Out of State Students; Part Time Students; Professional Education; Statistical Surveys; *Student Mobility; Undergraduate Students

IDENTIFIERS- Higher Education General Information Survey

The "Residence and Migration of College Students" machine-readable data file (MRDF) is based on data gathered periodically as a part of the Higher Education General Information Survey (HEGIS). Data are collected from the regular HEGIS universe of over 3,000 accredited higher education institutions in the United States and its outlying territories. The response rate is typically over 90%. In 1984, 3,379 institutions were queried and 2,931 (87%) responded; records for non-responding institutions were zero-filled rather than imputed. Records in each file are arranged by institution. Each record consists of basic institutional characteristics (e.g., calendar system used, current total enrollment, enrollment range, highest level of offering, institution affiliation, institution name, land grant status, race and sex ratios of the student body, etc.), followed by data for all students when they are first admitted as undergraduate, graduate, unclassified, or first-professional. Undergraduates are categorized either as first-time freshmen who have just completed high school, or other first-time freshmen, or as transfer students. Students are also categorized as full-time or part-time. Foreign students are grouped separately under the above categories. Extension students are reported along with main campus data; students in non-credit adult or extension courses are not included. Student variables include: residence, home state, sex, full-time or part-time, foreign or domestic, and category of student (as discussed above). POPULATION: Higher Education Institutions (73,000). TYPE OF SURVEY: Census Survey; National Survey. RESPONDENTS: Higher Education Institutions (2,931). FREQUENCY: Periodic. YEAR OF FIRST DATA: 1968. (CDM/WTB)

ED 288 512

12 012 909

Reigeluth, Charles M.

An Investigation on the Effects of Alternative Strategies for Sequencing Instruction on Basic Skills. Final Report.

Syracuse Univ., N.Y.

SPONS. AGENCY- Navy Personnel Research and Development Center, San Diego, Calif.

PUB DATE- [81]

NOTE- 142p.

CONTRACT- N00123-81-C-1263

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Basic Skills; *Cognitive Processes; College Freshmen; Comparative Analysis; Elementary Secondary Education; *English Instruction; Higher Education; *Instructional Design; Intermode Differences; *Mathematics Skills; Pretests Posttests; *Sequential Learning; *Synthesis

Many basic skills are chains of cognitive operations. For teaching such skills, two questions have not been adequately investigated: (1) how the operations comprising the skill should be sequenced, and (2) the relationships among the operations that need to be taught. This investigation entailed four studies on different types and lengths of basic skills in either math or English, and the students were college freshmen. Four types of sequencing were investigated (forward chaining, backward chaining, hierarchical, and elaboration), as well as two types of relationships that might be important to teach (contextual synthesis and performance synthesis). The results indicate that neither sequence nor synthesis makes much difference for teaching a short skill, but that the longer the skill (or set of related skills), the more difference both sequence and synthesis make. The forward chaining sequence resulted in higher achievement than the elaboration sequence. Based on both theoretical prescriptions and common curriculum sequences in K-12, it is proposed that an elaboration sequence may be effective only for considerably larger chunks of interrelated content (rules) than had been previously proposed, and that within each of those chunks a forward or backward chaining sequence is likely to be optimal. (Author/RP)

ED 288 580
JC 870 490

Valentine, Karl J., Ed.
Community Colleges Humanities Review, Number 8, 1987.
Community Coll. Humanities Association.
PUB DATE- 87

NOTE- 94p.

AVAILABLE FROM- Community Colleges Humanities Review, Community
Colleges Humanities Association, c/o Community College of
Philadelphia, 1700 Spring Garden St., Philadelphia, PA 19130
(\$7.50).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal
Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Community Colleges; Critical Thinking; *Humanities;
*Humanities Instruction; Nontraditional Students; Political
Science; Remedial Instruction; Role of Education; Two Year Colleges
IDENTIFIERS- Cultural Literacy

Designed as a forum for the exchange of ideas among humanities
community college faculty, this journal addresses substantive

disciplinary and curriculum issues in the humanities. This issue of
the journal contains the following articles and reports (1)
"Reanimating Tradition," by Robert M. Bellah, which looks at the
instructor's role in "reanimating the old to gain knowledge of the
new"; (2) "The Humanities and the 'New Student': Some Possibilities
for Social Transformation," by L. Steven Zwerling, which focuses on
the role the humanities can play in drawing students into the
culture of higher learning; (3) commentaries on Zwerling's article
by Constance Carroll, Joshua Smith, and Clifford Peterson; (4)
"Who's Afraid of Cultural Literacy?" by Catharine R. Stimpson,
which reviews the positions of four political schools regarding the
meaning of cultural literacy and the purposes of the humanities;
(5) "Contemplating the Success of American Political Life in a
Bicentennial Era: Fortune, Virtue, and Constitutional 'Structures
of Compromise'"; by Jose M. Peer; (6) "The Community College
Scholar," by Linda Ching Sledge, which highlights the image
problems of community college faculty; (7) "Implementing the
International Dimension: A Welcome Imperative," by Maxwell C. King
and Seymour Ferish; and (8) "The Several Strands of a Stunning
Harmony," by Myrna Goldenberg. The journal also includes a report
on the Community College Humanities Association conference and
essay reviews of "Private Lessons," by William Askins and "Teaching
Faculty to Teach Critical Thinking," by Robert R. Lawrence. (UCM)

Pigg, Kenneth E.

Rural Economic Revitalization: The Cooperative Extension Challenge in the North Central Region.

North Central Regional Center for Rural Development, Ames, Iowa.

PUB DATE- 86

NOTE- 15p.; Color charts may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Agriculture; Community Action; *Community Development; Economic Factors; Entrepreneurship; *Extension Education; Family Income; Futures (of Society); Local Issues; *Program Development; Public Policy; *Regional Characteristics; Rural Areas; Rural Development; *Rural Economics; Rural Extension; Trend Analysis

IDENTIFIERS- Cooperative Extension Service; *Economic Revitalization; Farm Crisis; Impact Studies; Leadership Effectiveness; *United States (North Central)

The difficulties presently being faced by rural communities in the North Central Extension Region are well known. Many of these communities have economies which are closely tied to farming and therefore suffer economic hardship in direct relationship to those encountered by farmers. However, a dominant characteristic of communities in the region is their diversity, and the economic conditions of other communities in the region may be more closely tied to changes in the structure of American manufacturing, or the aging of the population, or the structural and physical isolation experienced by communities because of inadequate access to transportation and communication infrastructure. The revitalization of communities in the region will be primarily the responsibility of courageous, dedicated, and imaginative local leadership. As a part of the fabric of these rural communities, Cooperative Extension must be an integral part of this leadership. Cooperative Extension can offer assistance such as intrapreneurship tools, computerized impact analysis, leadership assistance services, networking of extension professionals working in economic development, public-private partnerships, and business development activities. (Author/JHZ)

ED 288 694

SE 048 670

Proceedings of the International Conference on Physics Education.
(Nanjing, The People's Republic of China, August 31-September 5,
1986).

International Union of Pure and Applied Physics.

PUB DATE- 86

NOTE- 373p.; Several pages have marginal legibility.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *College Science; Computer Assisted Instruction;
Computer Uses in Education; *Foreign Countries; Higher Education;
*International Cooperation; *Physics; Professional Associations;
Science Curriculum; Science Education; Science Experiments; Science
History; *Science Instruction; Secondary Education; *Secondary
School Science

IDENTIFIERS- *Science Education Research

This document contains 65 papers presented at the International Conference on Physics Education. Included are papers dealing with: (1) physics education in China; (2) the evaluation of physics courses in engineering colleges; (3) climate and weather; (4) the implications of physics education research for the classroom; (5) university physics teaching; (6) teacher training in developing countries; (7) community-based physics education; (8) microcomputer-aided physics teaching; (9) standardized examinations; (10) general physics experiments; (11) the application of video techniques in physics teaching; (12) training graduate students in the field of college physics education; (13) light, lasers, and holograms; (14) the reform of general physics courses; (15) scientific inquiry in computer-assisted laboratory experiments; (16) the physics of daily life; (17) the function of physics history on physics education; (18) the apparatus of the Franck-Hertz experiment; and (19) graduate courses on science teaching. (TW)

Wiygul, Sherrill M.; Gifford, Vernon
The Effect of the Use of Outside Facilities and Resources on Success
in Secondary School Science Fairs.

PUB DATE- [87]

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Predictive Measurement; *Predictor Variables; School
Business Relationship; Science Education; Science Experiments;
*Science Facilities; *Science Fairs; *Science Instructions;
Secondary Education; *Secondary School Science; *Student Projects

IDENTIFIERS- *Mississippi; Science Education Research

To investigate the effect of outside help in executing a successful
science fair project, surveys were distributed to 356 participants
in the 1987 Mississippi Region V Science Fair. Of this number, 147
students were in grades 7 and 8, 136 in grades 9 and 10, and 73 in

grades 11 and 12. Students listed the number of hours they spent
using outside facilities such as the public or school library, high
school lab or shop, parents' or friends' business or shop, medical
school facilities, university facilities, or other outside
resources. Students also chose between five levels of spending in
estimating the direct costs of their projects. Analyses of the 18
variables showed that use of college or university resources and
direct cost of the science fair project were most highly correlated
with science fair placement. An analysis showed that several
variables were responsible for predicting 15% of the variance. The
variables were: (1) direct cost of the project; (2) use of
university resources; (3) use of high school lab or other research
facility; (4) use of public library; (5) use of parents' or
friends' shop; (6) use of parents' or friends' business; and (7)
consultation with a school science teacher. The latter three
variables were negatively correlated with winning science fair
projects. (Author/TW)

Vann, Roberta J.
Problems in the Transfer of Agricultural Technology: An ESP Program.

PUB DATE- 87

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Learning; *Agricultural Education; English (Second Language); *English for Special Purposes; Foreign Countries; *Graduate Study; Higher Education; Instructional Materials; Intensive Language Courses; Latin Americans; Listening Comprehension; *Material Development; Reading Comprehension; Spanish Speaking; Speech Skills; Teacher Exchange Programs; Team Teaching; *Technology Transfer

IDENTIFIERS- *Latin America

The development of a comprehension-based graduate-level intensive course and instructional materials in English for Special Purposes is described. The 2-week course and materials were designed for visiting Latin American faculty members in agricultural education. Course goals were to improve participants' academic English proficiency, to prepare them for large amounts of specialized reading, and to provide opportunities for discussion with professors and other students. One concern was the need to hold the participants' interest while language skills were developed. The resulting seminar had the theme of "Problems in the Transfer of Technology: Focus on Latin America," a subject of general interest and one for which local resources were readily available. The course consisted of lectures by specialists, informal discussions, follow-up language-related activities, readings, laboratory work, and field trips. The readings used were authentic and drawn from a variety of sources, but in place of traditional reading exercises, activities for previewing, picking out main ideas, determining central themes, drawing logical conclusions and inferences, and developing opinions were used. Responses of students and guest lecturers were very positive, and it is concluded that the course design is an attractive alternative for advanced adult students of English as a second language. (MSE)

ED 288 395
FL 017 035

Rampton, Ben

A Methodology for Describing Socio-Linguistic Variability within
Multi-Lingual Settings in General, and "Interactive" and "Reactive"
Ethnic Processes in Language in Particular.

PUB DATE- Nov 86

NOTE- 19p.; In: York Papers in Linguistics No. 12, 1986; see FL 017
027.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Children; *Cultural Context; English (Second Language);

*Ethnic Groups; Ethnicity; Foreign Countries; *Group Behavior;
Identification (Psychology); *Language Variation; Linguistic
Theory; Multilingualism; Oral Language; *Research Methodology;
*Sociolinguistics

IDENTIFIERS- Asia (South); *Asians; Great Britain

A study of the English of British schoolchildren of South Asian
extraction looks at ways of examining the relationship between
their English and two ethnic processes, called "interactive" and
"reactive". The way in which Network Analysis permits investigation
of the interactive process is outlined, and the use of Identity
Structure Analysis for examining the reactive process is
considered. When the two methods of analysis are used together,
they operationalize important components in Le Page's
sociolinguistic hypothesis and riders and accommodate parameters
fundamental to any neighborhood sociolinguistic survey. (MSE)

Interprovincial Comparisons of University Financing. Eighth Report of the Tripartite Committee on Interprovincial Comparisons. Council of Ontario Universities, Toronto.; Ontario Council on University Affairs, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.

PUB DATE- Nov 87

NOTE- 64p.; For seventh report, see ED 271 057.

AVAILABLE FROM- Ontario Council of University Affairs, 700 Bay Street, 7th Floor, Toronto, Ontario M5G 1Z6, Canada.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Comparative Analysis; Educational Finance; Enrollment Trends; Expenditure per Student; *Expenditures; Fees; Foreign Countries; *Higher Education; *Operating Expenses; *Resource Allocation; Student Financial Aid

IDENTIFIERS- Alberta; *Canada; *Financial Indicators; Manitoba; New Brunswick; Newfoundland; Nova Scotia; Ontario; Quebec; Saskatchewan
Eight indicators used to make interprovincial comparisons of university financing in Canada are outlined and the amounts for these indicators for each of the 10 provinces are presented for 1974-1975 to 1984-1985. The eight indicators are as follows: provincial operating grants per student, provincial operating grants per capita, provincial operating grants plus student aid per capita, provincial operating grants plus fees per student, total operating income per student, provincial operating grants plus student aid as a percentage of gross general expenditures, provincial operating grants per \$1,000 of provincial personal income, and total university operating expenditures as a percentage of provincial gross domestic product. Guidelines and definitions are provided, along with financial and enrollment data for each province. Two types of provincial operating grants are identified separately: provincial institutional operating grants, and interprovincial transfer grants. The two appendices which comprise over half the document include: guidelines and definitions, and financial and enrollment data. (SW)

Harriman, Sigrid G., Ed.

Toward a Common Vision in Library Networking. Proceedings of the Library of Congress Network Advisory Committee Meeting (Washington, D.C., December 9-11, 1985). Network Planning Paper No. 13.

Library of Congress, Washington, D.C. MARC Development Office.;

Library of Congress, Washington, D.C. Network Development Office.

REPORT NO.- ISBN-0-8444-0534-5

PUB DATE- 86

NOTE- 93p.; for Network Planning Paper No. 12, see ED 270 116.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Libraries; *Information Science; *Library Automation; *Library Cooperation; *Library Networks; Library Planning; Library Services; National Libraries; *National Programs; Position Papers; Public Libraries; Regional Cooperation; Research Libraries; *State Libraries; Users (Information)

IDENTIFIERS- *Library of Congress

The December 1985 program session of the Library of Congress Network Advisory Committee (NAC) focused on determining the effectiveness of networking, identifying a common vision or goal, and developing a strategy to accomplish that goal. The program session included remarks on the role of the regional networks in national networking by Louella V. Wetherbee; a consideration of RLG (Research Libraries Group) in a nationwide network by Richard F. McCoy; a discussion of state libraries in national networking by James A. Nelson; presentations by private sector representatives and local systems representatives; and an overview and comments by Ronald F. Miller. The following papers, included in their entirety, were also presented: (1) "A Common Vision--Networking for Networkers and Librarians" (JoAn S. Segal); (2) "The Nationwide Network and OCLC--A Vision and a Role" (Rowland C. W. Brown); (3) "National Libraries' Vision of the Nationwide Network and Their Role in That Network" (Henriette D. Avram, Lois Ann Colaiaanni, and Joseph H. Howard); and (4) "A User's View of Networking" (Barbara D. Cooper). Also included are a list of conference attendees and summaries of NAC questionnaire responses, working group discussions, and the business session. A definition of networking, basic premises underlying library networking, questions for the NAC, and the conference agenda are appended; and a 12-item bibliography is provided. (KM)

Barabe, Rosemeri; And Others

PATHWAYS: An Adult Basic Skills Writing Workbook, Level I.

Affiliation of Arizona Indian Centers, Inc., Phoenix.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED),
Washington, DC. Indian Education Programs.

PUB DATE- 87

NOTE- 62p.; For related documents, see ED 254 362 and RC 016 482-493.

GRANT- G008420037; G008610079

AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721
North Central Avenue, Suite 814, Phoenix, AZ 85004 (\$4.75 plus
shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy;
American Indian Culture; *American Indian Education; Basic Skills;
*Literacy Education; Reading Instruction; *Reading Skills;
Relevance (Education); Sequential Approach; Units of Study;
*Workbooks; Writing Instruction; *Writing Skills

IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United
States (Southwest)

This level I (third grade equivalent, 2.7-3.9 readability) student workbook is part of an adult basic education series utilizing Southwestern American Indian myths, legends, history, and information on religious beliefs, architecture, fine arts, and social practices. Each lesson teaches a reading/writing skill with a presentation section explaining the concept and providing examples and a practice section of exercises requiring application of the skill/concept. A post-test is included for each unit to measure student mastery/progress. A glossary covering all literary, grammatical, and technical terms is provided to help students with word usage and vocabulary development. Units cover parts of speech (common and proper nouns, singular and plural nouns, pronouns used as nouns, simple verb tenses, articles, descriptive adjectives), simple sentence structure, punctuation (period and question mark), capitalization, and practical writing of personal information. (NEC)

ED 288 725
SE 048 737

Burnin, John H.
Assessing Creative Use of Learning.

PUB DATE- Dec 84

NOTE- 20p.; Paper presented at NATO Advanced Study Institute on
Measurement and Evaluation (Athens, Greece, December, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Convergent Thinking; Creative Activities; Creative
Development; *Creativity; Creativity Research; *Divergent Thinking;
*Educational Assessment; *Elementary Secondary Education; Foreign
Countries; *Humanistic Education; Individualism; Instructional
Systems; Interpersonal Competence; *Systems Approach

Many criticize the educational system, arguing that it suppresses
individual creativity. This paper proposes an alternative
instructional design which is intended to be used by educators in
planning for creative learning and assessing it in the classroom.
It is based on the notion that everyone has the potential to be
creative and that any process that brings something into being is
an act of creating. The purpose of this document is to provide a
systematic approach to teaching and assessing learning. General
topics discussed in the paper include: (1) subject matter content
viewed as a system; (2) performance objectives for teaching a
system; and (3) categories of objectives for using the system,
along with corresponding evaluation methods. Samples of lessons and
demonstrations are included within the various sections of the
paper. (TW)

ED 288 469
HE 020 969

Whorton, David M.
Implementation of a Matrix Organizational Structure: A Case Study.
PUB DATE- 19 Aug 86

NOTE- 21p.; Paper presented at the Visions of Higher Education
Conference, Gottlieb Duttweiler Institute (Zurich, Switzerland,
August 19, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Higher Education; *Organizational Change;
*Organizational Theories; *Program Administration; *School
Organization; *Schools of Education; State Universities

IDENTIFIERS- *Matrix Management

The implementation of a matrix structure as an alternative to the traditional collegial/bureaucratic form at a college of education in a medium-size state university is described. Matrix organizational structures are differentiated from hierarchical bureaucratic structures by dividing the organization's tasks into functional units across which an array of project and/or product units work. Shifting to a matrix structure may only be a temporary measure as the organization attempts to respond to environmental changes that it should have adapted to incrementally. A new Center for Excellence in Education (CEE) was created at the university, and the dean and department chairs from the old college of education were replaced. There are five functional divisions, each managed by a director: professional programs, field-based programs, educational services, research, and vocational education. The results of changing the organizational structure are analyzed, and projections of the utility of this and other nontraditional organizational forms for future use in higher education institutions are presented. Views of Thomas Peters concerning the matrix organization are also considered. (SW)

The Use of Permanent Paper for Biomedical Literature. Summary of the Proceedings of the National Library of Medicine Board of Regents Hearing (Bethesda, Maryland, January 27, 1987).

National Library of Medicine (DHHS/NIH), Bethesda, Md.

PUB DATE- 27 Jan 87

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Archives; *Biomedicine; *Hearings; Library Collections; Medical Libraries; National Libraries; *Paper (Material);

*Preservation; Printing; *Publications; Publishing Industry
IDENTIFIERS- *Acid Free Paper; *National Library of Medicine MD; Paper Deterioration; Paper Industry

Summarized in this document are the proceedings of a public hearing sponsored by the National Library of Medicine (NLM) Board of Regents in order to provide a forum in which publishers, editors, paper manufacturers and distributors, printers, biomedical researchers, librarians, and other professionals concerned with preserving the biomedical literature could share experiences with the use of permanent, acid-free paper; to increase the awareness of the need to publish on such paper; and to discuss means for encouraging its broader use. A brief introduction describes the background of the hearing, and the following hearing presentations are summarized: (1) remarks identifying the deterioration of publications as being of special concern to the health sciences; (2) the keynote address on the importance of medical information exchange and the role of the NLM; (3) a discussion of the preservation of biomedical information at NLM; (4) a discussion of the activities of the Commission on Preservation and Access; (5) remarks on the perspective of medical libraries; (6) descriptions of the making, specifying, buying, and printing of acid-free paper; (7) a presentation on the preservation of medical archives; (8) a panel discussion on the use of permanent paper and the subsequent group discussion; (9) a consideration of the formation of an NLM task force; and (10) closing remarks. The hearing agenda is also provided. (KM)

Hall, Laura T.

Basic Interpretation of EKG's. N203.

PUB DATE- Mar 87

NOTE- 28p.; Graduate seminar paper, University of California, Los Angeles.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cardiovascular System; Community Colleges; *Course Content; Course Descriptions; *Course Objectives; *Heart Disorders; *Nursing Education; Two Year Colleges

IDENTIFIERS- *Arrhythmicity; *Electrocardiograms

A description is provided of an associate degree in nursing science course, "Rapid Interpretation of Electrocardiograms (EKG's)," designed to emphasize the nurse's role in the interpretation of the basic EKG and the medical interventions necessary to treat arrhythmias. The first section of the course description provides information on curricular placement, class structure, and targeted student population. Following a glossary of relevant terms, course content is discussed in terms of the rationale for the course, long-range course goals and objectives, end-of-course goals and objectives, and units of instruction. A list of texts and other instructional materials for the course is followed by descriptions of the six course units: (1) normal conduction system and EKG tracings; (2) coronary anatomy and electrical axis; (3) abnormalities in conduction; (4) atrial arrhythmias and treatment; (5) ventricular arrhythmias; and (6) treatment of ventricular arrhythmias, bradycardia, and tachycardia. A listing of instructional materials and a detailed description of goals and objectives is provided for each class unit. An evaluation section on student achievement and course revision completes this document. (UCM)

ED 288 624
PS 016 955

Standardized Curriculum: Early Childhood.
Philadelphia School District, PA. Div. of Early Childhood Education.
PUB DATE- Sep 84

NOTE- 61p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Art; Citizenship Education; Curriculum Guides;
*Educational Objectives; *Kindergarten; Language Arts; *Mastery
Learning; Mathematics Skills; Physical Education; Primary
Education; Science Education; Social Studies; Values Education
This kindergarten curriculum guide for Philadelphia public schools
has as its overall goals the development of: (1) competence in
reading, writing, speaking, listening, mathematics, science,
reasoning, life skills, social studies, the arts, and physical and
health education; (2) citizenship skills; (3) career preparation
skills; and (4) human values emphasizing interdependence among
people. Specific curriculum goals and objectives, and a scope and
sequence chart, are presented for each of the overall goals. (PCB)

Howard, Esther

A Longitudinal Study of Achievement Associated with Participation in a Public School Kindergarten.

PUB DATE- Nov 86

NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Comparative Analysis; Grade 1; Grade 2; Grade 3; *Kindergarten Children; Longitudinal Studies; *Outcomes of Education; Primary Education; *Private Schools; *Public Schools; Racial Differences; Sex Differences

IDENTIFIERS- *Nonparticipation

Compared were long-term achievement gains made by first, second, and third grade students who attended either a public school kindergarten, nonpublic school kindergartens, or no kindergarten prior to first grade in northeastern Mississippi. Also investigated were relationships of race and sex to academic achievement. Dependent variables included all subtest and total scores on the California Achievement Tests, which were administered as part of the school's normal testing policy to students entering the first grade and students in the primary grades. Subjects were 136 students enrolled in the first grade during the 1981-1983 school years who remained in the school system for four consecutive years from kindergarten through third grade; 134 students with no kindergarten experience; and 185 who attended nonpublic kindergarten. Findings indicated that students who attended kindergarten, public and nonpublic, performed at higher levels of achievement in the first three elementary grades than did students who did not attend kindergarten. These differences were significant throughout the grade levels. (RH)

ED 288 709
SE 048 721

Mathematics: Common Curriculum Goals. Curriculum Mapping: End of Eleventh Grade.

Oregon State Dept. of Education, Salem.

PUB DATE- 27 Oct 87

NOTE- 61p.; For related documents, see ED 287 718 and SE 048 718-720.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Academic Achievement; Communication Skills; Curriculum Development; Curriculum Evaluation; Educational Objectives; Grade 9; Grade 10; Grade 11; High Schools; Instructional Materials; *Mathematics Curriculum; *Mathematics Instruction; *Secondary School Mathematics; State Curriculum Guides; *State Standards; *Student Educational Objectives; Student Evaluation; Study Skills
IDENTIFIERS- *Oregon

This document is designed to help school personnel analyze their current curriculum for grades 9, 10, and 11 in terms of the Mathematics Common Curriculum for Oregon. The common curriculum goals are organized into nine content strands: (1) number and numeration; (2) appropriate computational skills; (3) problem solving; (4) geometry and visualization skills; (5) measurement; (6) statistics and probability; (7) mathematical relationships; (8) oral and written communication skills; and (9) appropriate study skills. Each strand contains knowledge and skills to be developed with expected outcomes for students to achieve by the end of grade 11. Columns are provided to indicate the extent to which the expected outcomes are emphasized by (1) amount of instruction, (2) inclusion in course goals, (3) inclusion in instructional materials, and (4) coverage in staff training. Results of the analyses can be compiled and used to guide staff training and selection or development of materials. (RH)

ED 288 426
HE 020 894

Canfield, Carole C.; Wilmoth, James Noel
Selected Developments since the Late Eighteenth Century of the Open
Admissions Policy in Higher Education.

PUB DATE- [87]

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- *Access to Education; *Admission Criteria; *College
Admission; College Entrance Examinations; College Preparation;
*Educational History; *Elitism; Higher Education; *Open Enrollment

The evolution of the college open admissions policy since 1870 is described. In 1870 the University of Michigan faculty were authorized to inspect feeder secondary schools and waive entrance examinations for qualified candidates. This led to a liberalization of the subjects acceptable to major institutions as college preparatory courses. Another development was allowing high schools to certify certain graduates as meeting university entrance requirements without examination in return for having their schools inspected and accredited by universities. After World War I, college selective admissions policies moved from selecting those with proper academic preparation to selecting students who possessed "the ability to succeed in college." In the early 1900s, several states had laws prohibiting restrictions on student admission to college. However, universities practiced a subtle form of selective admissions by failing large proportions of the entering class during the freshman year. Around 1930, advocates of liberalization of admission policies argued that higher education could not be restricted to the elite. Later events emphasized nondiscriminatory college admissions policies. Consequences and problems of open admission programs are discussed. (SW)

Douglas, Joel M., Ed.

The Faculty Life Cycle: A Legal Perspective. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (15th, New York, New York, May 1987).

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

REPORT NO.- ISBN-0-911259-22-8

PUB DATE- May 87

NOTE- 131p.

AVAILABLE FROM- National Center for the Study of Collective Bargaining, Baruch College, CUNY, 17 Lexington Avenue, Box 322, New York, NY 10010 (\$20.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Affirmative Action; Career Ladders; Collective Bargaining; *College Faculty; Comparable Worth; Court Litigation; Employment Opportunities; *Employment Practices; Faculty Development; Higher Education; Legal Responsibility; Personnel Policy; Privacy; Salary Wage Differentials; Sexual Harassment; Teacher Recruitment; *Teacher Retirement; *Teacher Salaries; *Teacher Strikes; *Tenure

IDENTIFIERS- American Association of University Professors; Bellevue Community College WA; Canada; College Retirement Equities Fund; Fairleigh Dickinson University NJ; Illinois (Chicago); Massachusetts; Syracuse University NY; *Teachers Insurance and Annuity Association; Temple University PA

The life cycle of a faculty member from pre-employment through retirement is examined in these proceedings. Paper titles and authors are as follows: "The Role of Faculty in Obtaining Quality in Higher Education: Facing the New Realities" (Frank Neuman); "The American Professoriate: Rewards and Satisfaction" (Eugene Rice); "Institutional Renewal through Faculty Development: Syracuse University's Program" (John Centra); "Collective Bargaining by Professional Employees" (David Rabban); "Professionals in Work Organizations" (Donald Vredenburg); "Institutional Employment Practices Pertaining to Sexual Harassment" (Caesar Naples); "Institutional Employment Practices Pertaining to Affirmative Action" (Ira Bloom); "Institutional Employment Practices Pertaining to Issues of Privacy" (Joan Van Tol); "Preferential Treatment in Faculty Career Opportunities: A Legal Analysis" (Marcia Cohen);

"Affirmative Action in Faculty Recruiting and Hiring: The Temple University Experience" (Conrad Jones); "Merit, Market, and Comparable Worth at the University Level" (Gerie Bledsoe); "Discrimination in Compensation: Current Status of the Case Law" (John Donoghue); "Canadian Faculty Compensation Experience" (Robert Rodger); "A Legal Analysis of the Tenure Issue: An AAUP Perspective" (Ralph Brown); "A Legal Analysis of the Tenure Issue: A PSC Perspective" (Nicholas Russo); "Legal Issues in Tenure in the Massachusetts Community College System" (Carolyn Young); "Issues in Tenuring: A Faculty Union Leader" (Josephine Reiter); "Academics on Strike: The Chicago City Colleges Experience--A Faculty Perspective" (Norman Swenson); "Academics on Strike: The Fairleigh Dickinson Experience--A Faculty Perspective" (Thomas McDonald); "Academics on Strike: The Bellevue Community College Experience--A Faculty Perspective" (Carol Mandt); "TIAA/CREF's Faculty Pension Plans" (Larry Hershberger); "Alternatives to TIAA/CREF Retirement Plans" (Roy Schotland); and "The Commission on College Retirement's Approach on Pension Plans" (Thomas Woodruff). (SW)

McLaughlin, Donald H.; And Others
Coordination and Evaluation of Videodisc and Microcomputer Programs.
Final Technical Report.

American Institutes for Research in the Behavioral Sciences, Palo
Alto, Calif.

SPONS. AGENCY- Department of Education, Washington, DC.

REPORT NO.- AIR-22300-12/83-FTR

PUB DATE- Dec 83

NOTE- 179p.

CONTRACT- 300-81-0422

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *Basic Skills; Computer Networks; Data Collection;
*Educational Innovation; *Electronic Mail; Elementary Secondary
Education; Information Storage; *Interactive Video;
*Microcomputers; Sampling; School Surveys; Telecommunications;
*Videodisks; Video Equipment

This report provides information on the background, methodology,
and findings of the Videodisc-Microcomputer (ViM) Network project,
which brought together over 40 schools in 15 states to explore the
potential of a new technology for basic skills instruction.
Initiated in 1981 and completed at the end of 1983, the project
involved a wide variety of activities, ranging from software
development and documentation to equipment acquisition and repair,
including on-site and telephone consultations and problem-solving
for participating schools, and the production of a series of
newsletters and a descriptive network directory. Background
material provides descriptions of interactive videodisc technology,
electronic mail technology, and innovations in the schools. Site
selection, overviews of support activities for interactive
videodisc and electronic mail, and observations are included in the
section on methodology, and the findings are reported under four
broad headings: (1) Availability and Durability of Hardware; (2)
Availability and Usability of Videodiscs; (3) Needs, Skills, and
Time of School Staff; and (4) Communication via Electronic
Networks. Eight appendices make up the major part of the report:
(1) Participants in the ViM Network; (2) Sample of the ViM Network
Newsletter; (3) ViM Network Directory; (4) Reprint of Articles from
Videodisc News; (5) Instructions for ViM-SCRIPT; (6) Example of a
ViM Script; (7) Classroom Teacher's Courseware Assessment Form; and
(8) Videodisc-Microcomputer Usage Log. Eight references are also
provided. (RP)

ED 288 528

IR 052 144

McLaughlin, Pamela W.

Steps in Using ERIC.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

PUB DATE- May 87

NOTE- 4p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Databases; Guidelines; *Indexes; *Search Strategies; *Subject Index Terms; *Thesauri

IDENTIFIERS- Current Index to Journals in Education; *ERIC; Resources in Education

Designed for use in the reading room of the ERIC Clearinghouse on Information Resources, this set of three self-instructional guides provides step-by-step instructions for locating information in the ERIC system. The first instruction sheet explains how to use the Thesaurus of ERIC Descriptors to identify appropriate subject headings, or descriptors, for a given topic. The second and third guides explain how to use these descriptors to look for information in the two monthly indexes of ERIC, i.e., Current Index to Journals in Education (CIJE), which covers the periodical literature, and Resources in Education (RIE), which covers the document literature. The types of materials that are announced in RIE and CIJE are briefly described, as well as the location of journals and the ERIC microfiche collection on the Syracuse University campus. (RP)

ED 288 639
PS 016 985

Schein, Sally

Establishing Early Childhood Workshops on Reducing Children's
Vulnerability after Divorce: A Family Educational Program.

PUB DATE- Jun 86

NOTE- 141p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Attitude Change; Behavior Change; *Children; Community
Programs; *Divorce; *Emotional Adjustment; *Individual Development;
Intervention; *Parent Role; *Teacher Role; Workshops

Implemented at a community center, this practicum developed an educational program which informed parents and teachers of ways to help children progress during and after divorce. Specific goals were: (1) to implement an educational program for parents, children, and teachers that focused on reducing the effects of divorce on children; (2) to sensitize parents to the importance of their role and to discuss ways in which they could contribute to their children's development after divorce; (3) to establish a program for children of divorce which would assist them in resolving feelings which interfered with coping; and (4) to assist teachers in their work with children of divorced parents. Practicum evaluation data indicated that the intervention was effective. The text of the practicum report provides an extensive discussion of alternative approaches to the problem, a description of solutions chosen for implementation, and a report of action taken. Nine pages of references are listed. Related materials are appended, including a structured questionnaire for children and administration booklets for two versions of Burkes' Behavior Rating Scales. (RH)

ED 288 363
FL 017 003

Bleile, Ken M.; Tomblin, J. Bruce
Regressions in the Phonological Development of Two Children.

PUB DATE- Apr 87

NOTE- 13p.; In: Papers and Reports on Child Language Development,
Volume 26; see FL 017 001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Articulation (Speech); Case Studies; *Child Language;
*Language Acquisition; *Learning Processes; Linguistic Theory;
North American English; *Phonology; *Problem Solving; *Speech Acts;
Syllables; Toddlers; Vocabulary

A study examined the role of phonological regression in the language learning patterns of two toddlers. The children's phonological development was measured by inventories of the words produced at the beginning and end of an eight-week period, and distinctions were made between regressions due to cognitive factors and those due to non-cognitive influences. Analysis revealed four rules producing regressions in one child's data, and another three in the second child's data. The first child's regressions all involved rules operating on phonologically defined classes, and the second child's regressions operated on specific lexical items. This suggests that for these children, phonological development was not a succession of steps, each bringing the learner closer to the ambient language. Rather than being incremental, regressions led to periods in which the children's ability apparently decreased relative to earlier stages. This process is in accordance with basic tenets of cognitively-oriented models. The findings provide dramatic evidence that children can discover patterns and will implement rules even at the expense of surface phonetic accuracy. (MSE)

ED 288 396
FL 017 036

Warner, Anthony R.

Ellipsis Conditions and the Status of the English Copula.

PUB DATE- Nov 86

NOTE- 21p.; In: York Papers in Linguistics No. 12, 1986; see FL 017 027.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Diachronic Linguistics; Dialects; *English; Foreign Countries; Language Usage; Linguistic Theory; *Morphology (Languages); *Phrase Structure; Semantics; Structural Analysis (Linguistics); *Tenses (Grammar); *Transformational Generative Grammar

IDENTIFIERS- Auxiliary Verbs; *Copula (Grammar); *Ellipsis

A discussion of constraints on ellipsis after auxiliaries in English focuses on a particular analytic problem concerning nonfinite verb phrases using "be", which has a historical dimension. A solution involving the morphological claim about the copula and its incorporation of tense-distinctions is proposed and discussed in the context of Generalized Phrase Structure Grammar (GPSG). It is concluded that there is a synchronic and diachronic justification for a GPSG analysis of the tensed forms of the English copula as distinct from nonauxiliary verbs in two respects: (1) the semantics of their combination with tense is given lexically, and (2) they lack the morphology of verbal inflection. Advantages found in this analysis are that the copula is consistent with the behavior of the auxiliary "have" and that it deals naturally with the loss of the ellipsis construction with tensed antecedent found in earlier English. (MSE)

ED 288 412
HE 020 482

Williams, Trevor; And Others
Participation in Education. ACER Research Monograph No. 30.
Australian Council for Educational Research, Hawthorn.
REPORT NO.- ISBN-0-86431-007-2
PUB DATE- 87
NOTE- 215p.

AVAILABLE FROM- Australian Council for Educational Research, P.O. Box
210, Hawthorn, Victoria 3122, Australia (\$14.95 plus \$3.00 for
postage and handling).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Books (010)

DESCRIPTORS- Academic Achievement; *Access to Education; *College
Attendance; *Educational Opportunities; Educational Policy;
*Enrollment Influences; Ethnic Groups; Family Characteristics;
Foreign Countries; Geographic Location; Minority Groups;
Postsecondary Education; Predictor Variables; Sex Differences;
Socioeconomic Status; *Student Characteristics

IDENTIFIERS- *Australia

Participation in education in Australia is reported, with attention
to: completion of year 12; postsecondary education; technical and
further education (TAFE); apprenticeships; higher education;
universities; Colleges of Advanced Education (CAEs); and degree
programs. Data from two national probability samples of young

people 4 years apart in age are used to estimate participation
rates calculated on an "ever/never" basis. For each sample,
calculations are made of the proportions who had ever been enrolled
in the various forms of education by age 19, and for the oldest of
the two samples a further estimate to age 22 is provided. Policy
issues are addressed by providing estimates of participation rates
across the categories of family social and economic statuses,
ethnicity, rurality, school system, gender, and state/territory of
residence. Specific indicators include father's occupation, family
wealth, and type of school system. In addition, the effects of
school achievement and the amount of schooling completed on
participation are assessed. Statistical findings and a discussion
of substantive and theoretical foundations are appended. (SW)

Bilson, Barbara, Ed.; Kurilich, Frances, Ed.
Inside English: Journal of the English Council of California Two-Year
Colleges; Vol. VI, Nos. 1-4, September 1979, December 1979, March
1980, and June 1980.

English Council of the California Two-Year Colleges.

PUB DATE- 80

NOTE- 33p.; This journal is printed in oversize form (11.5 x 14.5).

All pages have been photographically reduced by ERIC to standard
size (8.5 x 11) before microfiching. For the complete archival
compilation of volumes 1-13 of "Inside English," see ED 272 238.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; *College English; Community Colleges;
*English Instruction; Inservice Teacher Education; Literature;
*Remedial Instruction; *State Standards; Student Placement;
Teaching Methods; Two Year Colleges; Workshops; *Writing
(Composition); Writing Processes; *Writing Skills

Designed primarily for English faculty at two-year colleges in
California, "Inside English" includes articles on instructional
innovations in teaching remedial writing, literature courses, and
freshman composition; and on major curricular, administrative, and
employment issues in the field. The four issues in volume 6 include
the following feature articles: (1) "Remedial Is Not a Dirty Word,"
by Wallace Albertson; (2) "Writing and the Eighteen-Year-Old: A
Personal Ontogeny," by John C. Lovas, which includes Lovas's time
line of 20th Century History; (3) "Reviving the Lost Art of Reading
Aloud," by Ann Pope Stone; (4) "It Must Be Spring or -- The Art of
Not Writing," by Francine L. DeFrance; (5) "Why Can't the Writing

Teacher Write?" by Gloria Floren; (6) "The Politics of Change," by
William J. Moore; (7) "Statewide Writing Proficiency Test: Good
Idea or Bad?"; (8) "Teaching Composition," by Don K. Pierstorff;
(9) "On Writing Well and Writing Right," by Joe Fitschen; (10)
"Strategies for Survival: Freewriting and Peer Critiquing," by Rae
Jeane Popham; (11) "In Service That Reminds Us of What We Love," by
Jim Moore; (12) "Holistic Scoring: A Potential Boon to Teachers and
Students of Composition," by Carol MacKay; (13) "A Statewide
Standard for College Writing?" by Dick Lundquist; and (14) "Basic
Skills: Definitions and Deliberations," by Ann Clutinger. (AYC)

ED 288 581
JC 870 492

The New Mexico Association of Community, Junior and Technical Colleges Position Paper on the Important Issues Facing New Mexico's Two-Year Colleges.

New Mexico Association of Community, Junior and Technical Colleges.

PUB DATE- Oct 87

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Faculty; College Programs; *Community Colleges; Cooperative Education; *Economic Development; *Educational Finance; Employment Programs; Nursing Education; Public Relations; Remedial Instruction; School District Autonomy; *Statewide Planning; Tuition; Two Year Colleges

IDENTIFIERS- *New Mexico; *State Issues

The recommendations contained in this report represent the positions of the New Mexico Association of Community, Junior and Technical Colleges concerning important issues facing the state's two-year institutions. In each of 12 areas, a discussion of key issues is followed by a series of recommendations. These areas are: (1) the continuation of low tuition charges; (2) the potential role of community colleges in economic development; (3) local autonomy in program approval; (4) licensure of vocational instructors; (5) developmental education; (6) the development of a welfare reform program linked to education; (7) recognition of the associate degree in nursing as the minimum educational requirement for licensure examination and entry into practice; (8) cooperative

education programs; (9) two-year college involvement with the Job Training Partnership Act; (10) state legislation giving counties a 2% share of the revenues generated from property taxes; (11) state-level promotion of two-year institutions to the public; (12) the inclusion of two-year colleges in any statewide plan for the initiation of "prestige professorships." (EJV)

ED 288 609
PS 016 824

Modigliani, Kathy; And Others

Opening Your Door to Children: How To Start a Family Day Care Program.

National Association for the Education of Young Children, Washington, D.C.

REPORT NO.- ISBN-0-935989-06-4

PUB DATE- 87

NOTE- 79p.; Photographs may not reproduce clearly.

AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (Publication NAEYC No. 203, \$3.50)

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Business Administration; Day Care Centers; Early Childhood Education; *Family Day Care; Guidelines; *Parent School Relationship; *Professional Development; Resource Materials

This handbook describes family day care with the aim of helping interested persons determine whether or not the occupation of child care provider is appropriate for them. Part 1 focuses on factors to consider in deciding to start a family day care business and cites problems experienced by practicing caregivers. Part 2 deals with relations between parents and the caregiver and describes procedures for enrolling new families. Part 3 points out the business aspects of family day care, including fees, hours, trial periods, food, infant supplies, emergencies, illness, vacations and holidays, substitute caregivers, naps and rest, discipline, spare clothes, the caregiver's program, contracts with parents, the licensing/registration process, zoning, taxes, budgets, insurance, record keeping, and locating clients. Part 4 provides guidelines for setting up a program at home, planning and scheduling, activities, and the emotional climate in the home. Part 5 focuses on professional aspects of child caregiving, such as training, professional development, and affiliation with professional organizations. Bibliographic material provides lists of resources about family day care, child care in general, program ideas, and

child development. Also listed are journals and newsletters, audiovisual materials, and book distributors. (RH)

ED 288 625
PS 016 956

Honig, Alice Sterling

Quality Infant/Toddler Caregiving: Are There Magic Recipes?

PUB DATE- 25 Sep 87

NOTE- 15p.; Paper presented at a Teacher Conference of the Lomas and Nettleton Child Care Center (Dallas, TX, September 25, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Caregivers; Cognitive Development; *Day Care; *Educational Quality; Infants; Social Development; Teacher Characteristics; Toddlers

A survey of research findings on environmental and person variables provides clues as to what is required in a high quality infant-toddler program. One of the most important components of such a program is a loving, responsive caregiver. Research has shown that there are specific adult qualities that nurture the roots of intellectual competence, cooperative interactions, and resilience in coping with stress. Some of these qualities are: (1) tender, careful holding; (2) the ability to provide feedings that respect individual tempos; (3) accurate interpretation of, and prompt attention to, distress signals; (4) provision of opportunities and freedom to explore toys on the floor; and (5) the ability to give babies control over social interactions. In addition, opportunities for language interchanges and turn-taking talk are important in promoting optimal development. Adults also need to understand infant developmental levels and sensorimotor states when planning environments for infants and toddlers. Optimal nutrition and preventive health care are also important aspects of

a quality program. Finally, adults should be aware of the importance they have as rule-givers and role models. Adults can encourage prosocial, altruistic behaviors in children by their own actions and by the way in which they handle conflicts. Quality infant-toddler programs can have a positive effect on the facilitation of cognitive and social development in very young children. (PCB)

ED 288 695
SE 048 698

Tomkiewicz, Warren C.; Abegg, Gerald
The Functional Paradigms of High School Biology Teachers.
PUB DATE- 87

NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biology; Classroom Communication; Experiential Learning; High Schools; Models; Science and Society; *Science Curriculum; Science Education; *Science Instruction; *Science Teachers; *Secondary School Science; *Teacher Characteristics

IDENTIFIERS- *Science Education Research

A functional paradigm was used as a means of interpreting why teachers and classrooms function as they do. An assessment of the nature and sources of the functional paradigms of high school biology teachers was the major consideration of this study. A population of 28 experienced high school biology teachers recognized for exemplary teaching and/or their professional involvement in science and biology education served as the study population. A modified clinical interview was used to identify the

relevant conceptual framework and the major assertions of the functional paradigms held by these teachers. paradigms held by these teachers. The interview data and documentation in the field notes taken also revealed the strategies employed in the teaching of human genetics. Each teacher also completed three questionnaires. The results of this investigation were interpreted within the conceptual framework of four aspects of education, namely, teaching, learning, curriculum, and governance. (TW)

ED 288 726
SE 048 738

Gore, Ethel V.

Middle School Mathematics Clinic: A Theoretical Model.

PUB DATE- Nov 85

NOTE- 31p.; Paper presented at the Annual Meeting of the National Council of States on In-Service Education (Denver, CO, November 22-26, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; *Elementary School Mathematics;
Elementary Secondary Education; *Learning Laboratories; *Low
Achievement; Mathematics Achievement; Mathematics Education;
*Mathematics Instruction; *Middle Schools; *Remedial Mathematics;
Secondary School Mathematics

IDENTIFIERS- *District of Columbia

This paper describes a middle school mathematics clinic in the District of Columbia Public Schools, which was designed to aid students in the transition from mathematics in the primary grades to high school mathematics courses. It is intended to provide the

low achiever with effective diagnostic and corrective instruction by the best trained personnel. The description includes necessary facilities and materials, staff competencies and attributes, and client selection process. Suggestions regarding scheduling, instruction, record keeping and evaluation are also included. Appendices include a description of a student activity on plant growth and sample tests. (PK)

ED 288 741
SE 048 753

O'Donnell, William J.; O'Donnell, Teresa Flores
Cognitive Preferences and Ethnicity.

PUB DATE- 87

NOTE- 21p.; Paper presented at the National Meeting of the School Science and Mathematics Association (Billings, MT, October 15-16, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Algebra; Cognitive Structures; *Cognitive Style; *Ethnic Groups; Ethnicity; High Schools; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Minority Groups; *Secondary School Mathematics; Symbolic Learning; Verbal Ability

IDENTIFIERS- Cognitive Preference; Colorado; *Mathematics Education Research

This document reports on a study into the relationships between cognitive preferences, achievement, and ethnicity of first year algebra students. The sample consisted of 175 students from two high schools in the Denver (Colorado) metropolitan area. The two schools were chosen because of the diversity of ethnic groups in the student populations. Included in this study were 72 Hispanics, 48 Blacks, 33 Anglos, and 22 Orientals. A cognitive preference test was administered to the students during March, 1987, and an achievement test for first year algebra was administered during the latter part of May, 1987. The results of the study indicated that: (1) Oriental students had significantly higher graphic scores than Black students; (2) Hispanic students had significantly higher verbal scores than Oriental students; and (3) Black students had significantly higher symbolic scores than Hispanic students. (TW)

ED 288 379
FL 017 019

Technology in the Curriculum: Foreign Language Resource Guide. A Guide to the Instructional Use of Computers and Video in Foreign Languages.

California State Dept. of Education, Sacramento.

PUB DATE- 87

NOTE- 372p.

AVAILABLE FROM- Publications Sales, P.O. Box 271, Sacramento, CA 95802-0271 (\$30.00, plus tax for California residents; includes data disk).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Classroom Techniques; *Computer Assisted Instruction;

Computer Software; *Courseware; Educational Resources; Elementary Secondary Education; French; German; Greek; *Instructional Materials; Italian; Latin; Lesson Plans; Microcomputers; Russian; *Second Language Instruction; Spanish; State Curriculum Guides; Statewide Planning; Uncommonly Taught Languages; *Videotape Recordings

IDENTIFIERS- *California

The guide to the use of computers and video recordings in foreign language instruction was designed to assist California teachers in implementing and extending the foreign language component of the statewide curriculum. It contains: (1) an introduction on the use of the guide; (2) background on its development; (3) lists of high quality software and instructional television materials that have been mapped against state curriculum frameworks and standards for each language (French, German, Greek, Italian, Latin, Russian, and Spanish) and general reference; (4) an annotated listing of recommended instructional software and video recordings; (5) sample lesson plans that model the use of technology in the foreign language classroom; (6) appended lists of sources for the recommended technology, regional agencies, all of the titles considered for this project, foreign language resource agencies, a bibliography, and a glossary; and (7) instructions for the use of the data disk accompanying the guide. (MSE)

ED 288 441
HE 020 937

Mendez, Antonio; Ramos, Gilberto

Attendance at Basic Sciences Lectures: A Student Perspective.

PUB DATE- [87]

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Attendance Patterns; Higher Education; *Lecture Method;
Medical Education; *Medical Students; *Student Attitudes; *Student
Participation; Teaching Methods

IDENTIFIERS- Puerto Rico

Factors that may affect a medical student's decision to attend
basic science lectures were investigated. Basic science faculty

members and administrators' views on student lecture attendance were elicited to construct a questionnaire. A total of 103 first-year and 75 second-year medical students attending a Puerto Rican medical school responded to the questionnaire. Findings indicate that a majority of student respondents felt that tests did not measure lecture conference content and that test questions did not correspond to the level they were taught during lectures. Respondents indicated that the time dedicated to lectures was excessive and that the amount of material conveyed was difficult to assimilate effectively and efficiently. The teaching style of basic sciences teachers seemed to discourage students from attending lectures. Findings suggest that courses with defined objectives may reduce student absenteeism. Approximately 45% of each group of respondents believed that lecture attendance did not affect their achievement, while around 20% from each group felt lecture attendance negatively affected their grades. Implications for medical education are briefly addressed. (SW)

Howe, Richard D.; Jones, James F.
Salary-Trend Study of Faculty in Accounting for the Years 1983-84 and 1986-87.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 87

NOTE- 16p.; For related documents, see ED 287 361-402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); *Accounting; *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; State Colleges; *Teacher Salaries; Trend Analysis
Average salary increases for 3,140 faculty in the field of accounting are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 111 public and 127 private colleges reported on accounting faculty salaries, while 121 public and 136 private colleges reported in 1986. Between 1983 and 1986, average salaries of accounting faculty increased 28% at public colleges and 23.6% at private colleges. For 1986-1987, the average salary for accounting faculty was above the average faculty salary in the other 43 disciplines (11% above for public colleges and 14% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total average salaries of all public and all private colleges in both years studied; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 288 484
HE 021 122

Bayer, Alan E.

Teaching Faculty in Academe, 1972-1973 [machine-readable data file].
American Council on Education, Washington, D.C. Office of Research.
REPORT NO.- EF-000202; ICPSR-7914

PUB DATE- 73

NOTE- A document reporting on this survey is available under the same name, see ED 080 517.

AVAILABLE FROM- Inter-University Consortium for Political and Social Research (ICPSR). P. O. Box 1248, Ann Arbor, MI 48106. Telephone: (313) 764-2570. (Magnetic tape in OSIRIS format and file documentation: costs provided upon request).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Academic Rank (Professional); *College Faculty;
Community Colleges; Degrees (Academic); Educational Background;
Educational Objectives; Employment Patterns; *Faculty Evaluation;
Followup Studies; Higher Education; National Surveys; Opinions;
Organizational Objectives; Recognition (Achievement); Research

Opportunities; Sampling; Statistical Surveys; *Teacher Attitudes;
Teacher Salaries; Teaching (Occupation); Teaching Experience;
Teaching Load; Two Year Colleges

The "Teaching Faculty in Academe, 1972-1973" machine-readable data file (MRDF) resulted from a mail survey of faculty members in 301 institutions of higher education in the United States and represents a replication or follow-up of a previous survey conducted in 1968-1969. The purpose of the survey was to reassess college and university faculty in the light of significant changes in American higher education; e.g. tighter job market, growth in collective bargaining, alteration in tenure policies, decline in federal support for university research, introduction of affirmative action programs, decline in campus unrest, lower growth rate for undergraduate enrollments, and the precarious financial situation in many higher education institutions. The 301 institutions include 78 universities, 181 four-year colleges, and 42 junior or community colleges. Institution faculty size ranged from 20 to 4,500. A total of 53,034 faculty members responded to the survey, with 10,689 indicating either that they had no teaching responsibility, or that they had changed affiliations, or that they had retired. A total of 42,345 faculty indicated that they were currently active teaching faculty. A total of 281 variables were collected from each respondent (not identified by name), including demographic background, educational background, work history, current position, most outstanding professional accomplishment, and opinions and attitudes on a wide variety of issues related to higher education and their own role in teaching. POPULATION: Higher Education Institutions (> 2,400); Higher Education Teaching Faculty (> 518,000). TYPE OF SURVEY: Follow-up Survey; National Survey; Sample Survey. RESPONDENTS: Higher Education Institutions (301); Higher Education Teaching Faculty (53,034). FREQUENCY: Periodic. YEAR OF FIRST DATA: 1972. (CDM/WTB)

ED 288 513
IR 012 916

Development Communication Report No. 50-55, Summer 1985-Autumn 1986.
Agency for International Development (IDCA), Washington, DC.

Clearinghouse on Development Communication.

PUB DATE- 86

NOTE- 94p.; For an earlier issue, see ED 259 712.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal
Viewpoints/Position Papers/Essays (120) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Change Strategies; Comics (Publications); Communications
Satellites; Contraception; *Developing Nations; Distance Education;
*Educational Radio; Educational Television; English Instruction;
*Health Education; *Information Dissemination; Information
Networks; Literacy; *Mass Media; Microcomputers; Nutrition
Instruction; Primary Health Care; *Rural Development; Story
Telling; Visual Aids

IDENTIFIERS- *Development Communication; Project SHARE

Six issues of the newsletter "Development Communication Report"
focus primarily on the use of communication technologies in

developing nations to educate their people. The issues included in this collection are: (1) Summer 1985, which highlights agricultural, health, and educational projects that have proven successful; (2) Autumn 1985, which concentrates on health communications; (3) Winter 1986, which focuses on the purpose of visuals, how to use them in training, and how people's understanding can be improved through appropriate exposure to and use of such materials; (4) Spring 1986, which discusses development communication projects in developing nations, including the People's Republic of China, South and Central America, Swaziland, Puerto Rico, India, the Gambia, Malaysia, and Bolivia; (5) Summer 1986, which focuses on broadcast technologies, including communication satellites and radio; and (6) Autumn 1986, which features articles on the innovative use of well-planned, well-integrated, and well-tested print materials in developing nations, including photonovels, rural newspapers, and posters. Reviews of recent publications, announcements of development-related conferences and courses, and a subject index of past issues are also provided. (RP)

Seager, Andrew J.; And Others

Check This Out: Library Program Models.

RMC Research Corp., Hampton, N.H.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC. National Diffusion Network.

REPORT NO.- LP-87-403c

PUB DATE- Jul 87

NOTE- 293p.

CONTRACT- 300-84-0251

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing
Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Academic Libraries; Elementary Secondary Education;
*Evaluation Criteria; Higher Education; Library Instruction;
Library Role; *Library Services; *Models; *Outreach Programs;
Public Libraries; School Libraries

This volume contains descriptions of 62 library programs that have been identified as being exemplary in one of the following program topic areas: (1) services to populations without library or media centers; (2) services to populations with inadequate library/media centers; (3) services to special populations, including the disadvantaged, handicapped, institutionalized, and elderly; (4) models for planning and provision of services to a community; (5) community information and referral services; (6) innovative and effective uses of technology to expand or increase services; (7) regional library resource centers; (8) instruction in literacy; (9) library education, training, and the re-training of librarians; (10) new techniques for disseminating information about library resources to the research community; (11) formal institutional agreements linking library or media centers of all types, including those in the public sector; (12) programs that teach students how to gather, evaluate, and use information available through libraries; (13) models for joint library/teacher involvement in student learning; and (14) public library facilities that are functionally efficient and conducive to learning. School, school system, public, and academic libraries are represented. A program review checklist of evaluation criteria is included, and the appendix provides definitions and criteria for specific topic areas. (MES)

ED 288 543
IR 052 210

Bay, Betty, Ed.
Trustee Tool Kit for Library Leadership.
California State Library, Sacramento.
PUB DATE- 87

NOTE- 467p.; Prepared by the 1985 CALTAC Tool Kit Committee. For the original 1981 edition, see ED 200 252. Chapter headings are printed on blue paper.

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Administrator Responsibility; Budgeting; Financial Support; *Governing Boards; Guidelines; Legal Responsibility; Library Administration; Library Planning; *Orientation; Orientation Materials; Policy Formation; *Public Libraries; *Trustees

IDENTIFIERS- *California

Designed as a comprehensive reference manual for all California trustees, commissioners, regional council members, and system advisory board members interested in learning and understanding their professional public library roles, this manual provides a pro-active approach to library leadership. Following an introduction to and an overview of California library boards and libraries, individual chapters cover: (1) statutory authority; (2) library funding; (3) legal duties, liabilities, and rights; (4) effective board organization; (5) systematic planning process; (6) policy setting and budget-making; (7) public/community relations; (8) working relationships; (9) library advocacy; (10) special challenges; and (11) helpful organizations. Related material is provided in 26 appendices. A 59-item bibliography and a listing of 24 recommended readings are also included. (KM)

Kacena, Barbara J., Ed.

AccessAbility: Overcoming Information Barriers. Proceedings from the 1987 Spring Meeting of the Nebraska Library Association, College and University Section (Omaha, Nebraska, May 29, 1987).

Nebraska Library Association, Lincoln.

PUB DATE- 87

NOTE- 290p.; For the proceedings of the 1986 meeting, see ED 276 458.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal

Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Libraries; *Access to Information; Educationally Disadvantaged; Females; Higher Education; Library Automation; Library Planning; *Library Services; Malpractice; *Online Catalogs; *Online Searching; *Periodicals; Research Libraries

IDENTIFIERS- Authority Control (Information); Library of Congress Subject Headings; *Nebraska; Newbery Award

Various aspects of the theme, "AccessAbility: Overcoming Information Barriers," are considered in the conference papers collected in this document. They include: (1) "The Library Image: A Barrier to Accessibility" (Janice S. Boyer); (2) "The Educationally Disadvantaged Student: How Can the Library Help?" (Michael Poma and Richard Jehlik); (3) "Library Security: Making Collections Accessible to All" (Anita Cook and Debra Pearson); (4) "When Just Processing Words Is not Enough" (Judellen Thornton-Jarjine); (5) "Librarians and the Law: Is It Time To Buy Malpractice Insurance?" (Christopher E. Le Beau); (6) "Take Two Medlines and Call Us in the Morning" (Joan Stark and Ruth Rasmussen); (7) "To Search or Not to Search: A Descriptive Study of Decision Factors" (Deborah Kane); (8) "Private Online Searching: Serving Community Needs" (Richard E. Voeltz); (9) "Access to Nebraska's Literary Magazines: The Role of Nebraska Libraries" (Anita Norman); (10) "To Claim or Not to Claim: The Heart of Serials Control" (Georgene E. Fawcett); (11) "Managing the Request for Proposal Process for an Online Public Access Catalog: The Academic Library Perspective" (Merri Ann Hartse); (12) "Putting LC Subject Headings to Work in the Online Catalog" (Gregory Wool); (13) "Better Access through Authority Control" (Sandra Herzinger); (14) "Enhancing Access to the OCLC Database: The UNL Experience" (Elaine A. Franco); and (15) "An Examination of Sexual Roles in Newbery Medal Winners, by Historical Time Period" (Terrence D. Nollen). Brief abstracts are provided for two additional presentations "The Nebraska Education Information Center Network" (Mary Jo Ryan), and "The Public Access Library System at the Creighton Health Sciences Library" (Curtis Hufteling and Nannette Bedrosky). (KM)

ED 288 596
JC 870 544

Reighley, Joan
Psychiatric-Mental Health Nursing.

PUB DATE- 10 Mar 87

NOTE- 19p.; Graduate seminar paper, University of California, Los Angeles.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Community Colleges; *Course Content; Course Descriptions; Course Evaluation; *Course Objectives; Emotional Disturbances; *Mental Disorders; *Nursing Education; Personality Problems; *Psychiatric Services; Two Year Colleges

A description is provided of a course, "Psychiatric-Mental Health Nursing," designed to teach students at Level 3 of a two-year college nursing program about the role of the nurse in a

psychiatric setting and about concepts of mental health and psychiatric disorders, using both classroom and clinical instruction. The first section of the course description provides information on course prerequisites, requirements for satisfactory course completion, course content, teaching strategies, terminal objectives of the course, long-range course objectives, a rationale for the course, and the units of instruction. A list of texts and other instructional materials for the course and glossary are followed by descriptions of the nine course units: (1) The Person; (2) Communication; (3) Psychiatric-Mental Health Nursing; (4) Mental Health Alternatives; (5) Anxiety; (6) Affective Disorders; (7) Dysfunctional Reality Orientation; (8) Somatic Therapy; and (9) Personality Disorders. (UCM)

ED 288 656
RC 016 235

Cadiente, RONALDA

Juneau Indian Studies Elementary Curriculum Guide. Grades K-5.

Greater Juneau Borough School District, Alaska.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED),
Washington, DC. Indian Education Programs.

PUB DATE- May 86

NOTE- 460p.

GRANT- N008500191

AVAILABLE FROM- City and Borough of Juneau School District, Indian
Studies Program, 10014 Crazy Horse Drive, Juneau, AK 99801
(\$30.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Alaska Natives; *American Indian Culture; American
Indian Education; American Indian Literature; American Indians;
*American Indian Studies; Bilingual Instructional Materials;
Cultural Activities; *Cultural Education; Elementary Education;
Eskimo Aleut Languages; Eskimos; Instructional Materials;
Integrated Curriculum; Learning Activities; Lesson Plans; *Resource
Materials; *Social Studies; Tribes; Units of Study

IDENTIFIERS- *Alaska; Athapascan (Tribe); Tlingit (Tribe)

Designed to provide instruction in Tlingit culture as an integral part of the K-5 social studies curriculum, this guide presents teachers with extensive lesson plans and numerous resource materials. The units of study focus on the culture and environment of southeast Alaska and emphasize experiential learning activities. Each grade level--kindergarten through fifth--begins with an overview of the units and the social studies concepts dealt with. A summary of each unit follows with a day-by-day outline of lesson plans and the knowledge and skills taught or reinforced. Next come detailed, sequential lesson plans and illustrated handouts for students. Kindergarten units relate to the social studies concepts of one's self and one's surroundings and introduce students to the subsistence lifestyle of a Tlingit fish camp and the importance of the salmon as a food source. First grade units look more closely at the forest environment surrounding the fish camp. Second graders learn about community by constructing a Tlingit Winter House. Third graders host a potlatch and are introduced to Alaska's cultural diversity. Fourth graders develop understanding of Alaskan history by learning about items traded by the Tlingits and Athabaskans. Fifth graders learn more about trade and respect for natural resources. (JH2)

Horn, Jerry G.

A Study of the Perceived Effectiveness of Kansas Small Schools. Kansas State Univ., Manhattan. Center for Rural Education and Small Schools.; Schools for Quality Education, KS.

PUB DATE- May 87

NOTE- 111p.; For an executive summary of this report, see RC 016 463.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; *Attitude Measures; Boards of Education; Community Attitudes; Educational Assessment; *Educational Quality; Elementary Secondary Education; Enrollment; Expenditure per Student; Group Dynamics; Profiles; *Program Effectiveness; Questionnaires; Rural Schools; School District Size; School District Spending; *School Effectiveness; School Role; *Small Schools; Staff Role; Student Attitudes; Surveys; Teacher Attitudes

IDENTIFIERS- Effective Schools Research; *Indicators of Quality Schools; *Kansas

Schools for Quality Education, an organization of some 80 small Kansas schools, and the Center for Rural Education and Small

Schools (College of Education, Kansas State University) in 1986-87 jointly investigated the effectiveness of representative smaller schools serving Kansas's rural areas. Phase 1 identified the most important indicators of school quality and effectiveness across all respondent groups--teachers, students, administrators, boards of education, and adult community members. The 31 indicators were generally those derived elsewhere by educational researchers; among them are the following: creative teaching exists; there is good student and teacher attendance; clear standards of conduct are established; principals provide strong leadership; parents feel involved and belong. Phase 2 determined the extent to which the indicators were found in local schools. No indicator had a mean rating at or below the mid-point of the 5-point scale, showing all groups rated their schools high on quality indicators. School staff were the most positive and students the least. Correlation coefficients were derived for each indicator with revenue/pupil, district size and wealth, and pupil/teacher ratio. School district wealth/pupil revenue were positively related to perceived quality/effectiveness, while school enrollment and pupil/teacher ratio were not. Profiles for the five most and five least effective schools were compiled. A bibliography and appendices containing sample forms, letters, and questionnaires conclude the report. (JMH)

ED 288 682
RC 016 490

Barabe, Rosemeri; And Others

PATHWAYS: An Adult Basic Skills Writing Workbook, Level II. Teacher's Guide.

Affiliation of Arizona Indian Centers, Inc., Phoenix.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

PUB DATE- 87

NOTE- 64p.; For related documents, see ED 254 362 and RC 016 482-493.

GRANT- G008420037; G008610079

AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 North Central Avenue, Suite 814, Phoenix, AZ 85004 (\$4.95 plus shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; Adult Education; American Indian Culture; *American Indian Education; Capitalization (Alphabetic); *Course Content; Course Objectives; Grammar; *Literacy Education; Paragraph Composition; Punctuation; Reading Instruction; Reading Skills; Relevance (Education); Sentence Structure; Sequential Approach; Spelling; Supplementary Reading Materials; Teaching Guides; *Teaching Methods; Units of Study; Writing Instruction; *Writing Skills

IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

Developed to facilitate the teaching/learning process, this teacher's guide corresponds to the Adult Basic Education (ABE) Writing Skills Workbook Level II, and may be used as an answer book, as well as a reference manual. It contains concise explanations of the various skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials (with specific pages cited) that may be used to supplement the materials. The guide covers seven units: parts of speech, sentence structure, paragraph development, punctuation, capitalization, practical writing and spelling. Answers to the unit post-tests are also given, as well as a preface to the teachers, and a brief summary of what is to be found in the reading and writing workbooks, and how they are organized. (JMM)

Computer Mathematics: An Introduction.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- CURRIC-00-6010-40; ISBN-88315-610-5

PUB DATE- 85

NOTE- 314p.; For part II, see SE 048 723.

AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 (\$15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Algebra; Arithmetic; *Computer Assisted Instruction; Computer Graphics; Computer Uses in Education; Courseware; Geometry; Mathematical Applications; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Mathematic Skills; Number Systems; *Problem Solving; *Programming; Secondary Education; *Secondary School Mathematics; Teaching Methods

IDENTIFIERS- New York City Board of Education

This document describes a mathematics course that uses the computer to solve mathematics problems. It was developed to be used with students who have completed at least one year of general mathematics or are not achieving success in the traditional mathematics program. The course is intended to review, reinforce, and extend concepts included in the secondary school mathematics curricula. The major focus of the course is on problem solving. The teaching of computer programming is intended to provide a model of a problem solving process in which a problem is broken down into its component parts. The book contains 60 lessons, some of which are laboratory sessions, which use the computer and the process of computer programming to help students understand: (1) algorithms; (2) perimeters of polygons; (3) area; (4) the order of arithmetic operations; (5) number systems; (6) consumer mathematics; (7) measurement; (8) algebraic equations; (9) simple interest; and (10) volume. (TW)

ED 288 640
PS 016 986

Baby Talk [Suggestions for Parents about the Unborn Child through the 1-Year-Old].

Clemson Univ., S.C. Cooperative Extension Service.

SPONS. AGENCY- Department of Agriculture, Washington, D.C.

REPORT NO.- FL-411-422

PUB DATE- 87

NOTE- 56p.; Colored inks may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Collected Works - Serials (022)

DESCRIPTORS- *Child Development; *Child Rearing; *Parent Child Relationship; Parent Education; *Parenting Skills

This document consists of a compilation of 13 separate parenting information bulletins providing suggestions for parents of yet-to-be-born children, newborn children, and infants 1 through 12 months of age. Contents indicate characteristic abilities and behaviors of children at each age and guide parents in parenting activities, such as providing appropriate equipment and clothing, feeding, facilitating learning, disciplining, carrying, making baby food, obtaining birth certificates and social security cards, playing with infants, providing a safe environment, talking with infants, and toilet training. (RH)

FL 017 004

Chien, Yu-Chin; Wexler, Kenneth
Children's Acquisition of the Locality Condition for Reflexives and
Pronouns.

PUB DATE- Apr 87

NOTE- 12p.; In: Papers and Reports on Child Language Development,
Volume 26; see FL 017 001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Child Language; Cognitive Processes;
Comparative Analysis; Grammar; *Language Acquisition; *Language
Processing; *Linguistic Theory; *Pronouns; Speech Acts; Young
Children

IDENTIFIERS- *Antecedents; *Reflexives

Three experiments investigated the development in young children of two concepts: the antecedent possibilities for reflexives (e.g., himself or herself) and pronouns (e.g., him or her). In the first experiment, 156 English-speaking children aged 2;6 to 6;6 and 21 adults were tested for their understanding of antecedents within reflexive sentences, pronoun sentences, and gender-control pronoun sentences. The results for reflexive sentences were as predicted by the Lexical Learning Hypothesis, but the pronoun sentence results were not. Following up this earlier experiment with similar subject groups, the second study tested infinitival structures and gender control for reflexives and the third tested whether the youngest children had the linguistic knowledge that reflexives and pronouns need non-local antecedents. In general, when relative patterns rather than absolute scores or ages are considered, the results of the later studies replicated the results of the earlier experiment: when the target task is to make coreference judgments between the reflexive or pronoun and the two sentence-internal antecedents, children do differentiate reflexive from pronoun sentences in all experiments, regardless of complement type and the different tasks required. However, a developmental delay in acquisition of non-locality condition for pronouns suggests a need for additional investigation of the Lexical Learning Hypothesis. (MSE)

ED 288 397

FL 017 037

Papers and Reports on Child Language Development, Volume 25.
Proceedings of the Annual Child Language Research Forum (18th,
Stanford, CA, April 4-6, 1986).
Stanford Univ., Calif. Dept. of Linguistics.

PUB DATE- 86

NOTE- 120p.; For individual papers, see ED 270 981, ED 277 485, ED
282 174, and FL 017 038-046.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Child Language; *Classification; Color; Comparative
Analysis; Concept Formation; Discourse Analysis; English; Grammar;
Japanese; *Language Acquisition; *Language Processing; Language
Research; Linguistic Theory; Mandarin Chinese; Phonology;
*Semantics; Stress (Phonology); Syntax; Toddlers; Uncommonly Taught
Languages; Verbs; Vocabulary Development; Young Children

IDENTIFIERS- *Error Correction (Language)

Papers on child language development include: "Sentence Frame
Effects on Children's Category Judgments" (Alison K. Adams); "Color
Similarity in Children's Classifications and Extension of Object
Labels" (Dare Baldwin); "Situational Properties of Early Verb
Meaning" (Pol Cuvelier); "Similarity, Specificity, and Contrast: A
Study of Early Semantic Categories" (Esther Bromi, Gil-li
Fishelson); "The Role of Correction in Language Acquisition"
(Cheryl R. Garcia, Jeri J. Jaeger); "Understanding Natural Kind
Terms: A Developmental Comparison" (Susan A. Gelman, Ellen M.
Markman); "Children's Sensitivity to the Contrastive Use of Object
Category Terms" (Jean E. Hutchinson); "Acquisition of
Quantificational Scope in Mandarin Chinese" (Thomas Hun-Tak Lee);
"The Assignment of Sentence Accent and Contrastive Stress by Two
28-Month-Old Twins" (Claudia A. Mazzie); "Distinguishing Effects of
Parameters in Early Syntax Acquisition: A Crosslinguistic Study of
Japanese and English" (Reiko Mazuka, Barbara Lust, Tatsuko
Wakayama, Wendy Snyder); "At the Crossroads of Phonology and
Discourse: Structure and Function in a One-Year-Old's 'Conduites
d'approche'" (Kurt Queller); and "Color Word Acquisition:
Conceptual or Linguistic Challenge?" (Nancy N. Soja). (MSE)

Recent-Doctorate Faculty Increase in Engineering and Some Science
Fields. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science
Resources Studies.

REPORT NO.- NSF-87-310

PUB DATE- 24 Jul 87

NOTE- 8p.

AVAILABLE FROM- National Science Foundation, Division of Science
Resources Studies, Washington, DC 20550.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Asian Americans; Black Teachers; *College Faculty;
*College Science; *Doctoral Degrees; *Engineering; *Full Time
Faculty; Higher Education; Immigrants; Minority Groups; Women
Faculty

Findings of a 1986 National Science Foundation survey of faculty and nonfaculty doctorates in 2,074 departments in 21 science and engineering (S/E) fields at 181 doctorate-granting institutions are summarized and compared to previous surveys. The proportion of recent-doctorate full-time faculty increased in each of the four engineering fields surveyed in 1980 and 1986, while the proportion either increased or remained constant for 7 of 15 science fields. In 1986, the largest percentage of recent doctorates was in computer science (40%), while the smallest proportion was in physics (11%). Many of the recent-doctorate faculty had foreign backgrounds. The proportions of female faculty increased in all fields. The greatest relative growth was in engineering; nonetheless, women comprised only 3% of total and 6% of recent-doctorate faculty in 1986. Women constituted 11% of total and 18% of recent-doctorate faculty in the science fields surveyed. The number of full-time black faculty increased; they comprised about 2% of recent-doctorate faculty in 1986. One-tenth of the recent-doctorate faculty in 1986 were Asian. (SW)

ED 288 499
IR 012 893

Distance Learning Systems and Structures: Training Manual. Volume II.
Report of a Sub-Regional Training Workshop (Colombo, Sri Lanka,
July 5-18, 1984).

United Nations Educational, Scientific, and Cultural Organization,
Bangkok (Thailand). Regional Office for Education in Asia and the
Pacific.

PUB DATE- 87

NOTE- 106p.; For Volume I of this workshop report, see ED 272 151.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Developed Nations; *Developing Nations; *Distance
Education; Educational Radio; Educational Television; Foreign
Countries; Higher Education; International Programs; *Learning
Modules; *Teacher Education; Training Methods

IDENTIFIERS- *Asia Pacific Region; *UNESCO

Directed toward the training needs of distance education systems
which are in a mixed stage of development, this three-part manual
sets out training modules for an assortment of specialists
currently contributing to distance learning systems. The first part
discusses basic principles, including the aims of training, who
should be trained, what they will be trained in, who will train
them, how they will be trained, and where and for how long distance
educators will be trained. Tasks and training needs as proposed in
a report of an earlier APEID (Asia and the Pacific Programme of
Educational Innovation in Development) regional seminar are
appended to this section. The second section describes the training
modules and how they are used and provides exemplar modules
designed for the training of personnel involved in system
administration, the production of correspondence materials, or the
writing of scripts for educational radio or television. Orientation
materials for distance learners and their families are also
provided. The third section contains examples of training modules
and materials that can be used to supplement the workshop programs,
including bulletins, newsletters, journals, conferences, a
mid-career training program for distance education personnel, and
preservice and broadcast study programs. A glossary of 17 distance
education terms concludes the manual. (RP)

ED 288 610

PS 016 856

Searcy, Bill; Hoffman, Stevie

The Language of Parents: Influencing Indicators of Expectations for Children's Literacy.

PUB DATE- [84]

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Expectation; Fathers; *Handwriting; *Language

Acquisition; Mothers; *Oral Language; *Parent Influence; Preschool Children; Preschool Education; *Writing Skills

IDENTIFIERS- *Emergent Literacy

Observational records presented in this report demonstrate the powerful influence that adults have on the developing literacy of young children. The report reveals the role that language plays in contextually providing adults' expectations for the extent of children's participation in written language events. Observations of 4-year-old fraternal twin sisters interacting in literacy events with their mother and father revealed that the oral language of both parents functioned for similar purposes, suggesting that both parents held similar expectations for each child's written language effort. These observations were consistent with previous findings. While possibly similar for each individual child, parents' expectations differed from child to child. Thus, parents focused on meaning in interactions with one of the twins, and on letter formation and placement with the other. It was seen as important that both girls responded as expected. It is concluded that oral language transactions between adults and children during written language activities have tremendous impact on the way children learn to make meaning through writing. It is important that parents and teachers recognize the influences their teaching language has on children's early writing efforts. (RH)

ED 288 742
SE 048 754

Person, Mark A.

An Annotated Bibliography about AIDS for Educators of the Life Sciences.

PUB DATE- 11 Jun 87

NOTE- 84p.; Exit Project-S 591, Indiana University, South Bend.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Disease Control; *Elementary School Science; Elementary Secondary Education; Health Education; Public Health; Science Education; Science Instruction; *Secondary School Science; Sex Education; *Social Problems; Social Studies; Teacher Education; *Venereal Diseases

IDENTIFIERS- Indiana

This study was conducted to identify information about Acquired Immune Deficiency Syndrome (AIDS) that educators should know to effectively teach about the disease in the classroom. The references identified were divided into seven major categories: (1) current scientific research concerned with the virus that causes AIDS; (2) the effects of the AIDS virus on its victim; (3) modes by which AIDS can be transmitted; (4) current studies concerned with the prevention of AIDS and control of the AIDS epidemic; (5) statistics concerned with the spread of AIDS in the United States and, more specifically, within Indiana; (6) common misconceptions and the apprehension that exists in society; and (7) the need for public and institutional education about AIDS. The literature review indicated that if teachers are to effectively teach students about AIDS in the classroom they need to know the biological nature of the virus, the specific modes by which it can be transmitted, and the means that can be used to prevent the transmission of the disease. (TW)

Agreement between Board of Governors of State Colleges and Universities and the University Professionals of Illinois, B.O.G. Council, Local 4100, 1985-88, and Agreement Amendments, 1986-87. Illinois Board of Governors of State Colleges and Universities, Springfield.; National Education Association, Washington, D.C.

PUB DATE- 86

NOTE- 130p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Evaluation Criteria; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; *State Colleges; Summer Schools; Teacher Retirement; Teacher Salaries; Tenure; Unions

IDENTIFIERS- Dues Checkoff; Faculty Reassignment; *Illinois State Colleges and Universities; National Education Association; *NEA Contracts; Personnel Files; Union Rights

The collective bargaining agreement between the Board of Governors of State Colleges and Universities and the Board of Governors Council, University Professionals of Illinois, an affiliate of the National Education Association, for the period 1985-1988 is presented. Items covered in the agreement and amendments include: unit recognition, nondiscrimination, appointment, leave without salary, assignment of duties, personnel files, evaluation and evaluation criteria, retention, promotion, tenure, transfer, program reorganization, termination, staff reduction procedures, academic program elimination review committee, grievance procedure, union rights, facilities and equipment, dues checkoff, management rights, no strike/lockout clause, compensable fringe benefits, assignment of duties for academic support professionals, modification of annual work plans, scheduling, overload, change in academic calendar and period of appointment at Chicago State University, basic salary increase, promotion increase, increase with completion of degree, minimum salaries, faculty excellence awards, academic support professional merit increases, summer

session salaries, grant/contract salaries, tenured faculty service salary increase, and transfer and reassignment salary adjustments. (SW)

Bilson, Barbara, Ed.; Kurilich, Frances, Ed.
Inside English: Journal of the English Council of California Two-Year
Colleges; Vol. VII, Nos. 1-4, September 1980, December 1980, March
1981, and June 1981.

English Council of the California Two-Year Colleges.

PUB DATE- 81

NOTE- 34p.; This journal is printed in oversize form (11.5 x 14.5).

All pages have been photographically reduced by ERIC to standard
size (8.5 x 11) before microfiching. For the complete archival
compilation of volumes 1-13 of "Inside English," see ED 272 238.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; *College English; Community Colleges;
*English Curriculum; *English Instruction; Instructional
Improvement; Literature; *Remedial Instruction; Student Placement;
*Teaching Methods; Two Year Colleges; *Writing (Composition);
Writing Instruction; Writing Processes; *Writing Skills

Designed primarily for English faculty at two-year colleges in
California, "Inside English" includes articles on instructional
innovations in teaching remedial writing, literature courses, and
freshman composition, and on major curricular, administrative, and
employment issues in the field. The four issues in volume 7 contain
the following feature articles: (1) "Outside English," by Wayne
Wolski; (2) "Composition Teaching Load and the Community College
Teacher: Resolutions and Recommendations; (3) "Writing Competence
Across the Curriculum: A Program That Works," by Mary Spangler; (4)
"Developing Fluency, Form, and Control: Pilot Course in Basic
Skills," by Helen Gordon and Dorothy Bray; (5) "When the Paper
Monster Chews a Hole in Your Future," by Francine L. DeFrance; (6)
"Let's Have Them Write," by Shirley Sykes; (7) "The Professional vs
the College Writer: Garrison Rethought," by Kevin J. Ryan; (8)
"What's Happening in Freshman Comp: A Sabbatical Project," by
Helena (Currie) Hale; (9) "Rhetoric as Implied Science," by Don K.
Pierstorff; (10) "Revitalizing English Faculty at Santa Barbara
City College," by Elinor Flewellen; (11) "The Student, He," by
Margaret Boegeman; (12) "Composition Made Easy: Or a Method for
Teaching Writing So Simple Even a Literature Major May Understand
It," by Donald L. White; (13) "What Do We Do about Literature?" by

John C. Lovas; (14) "Literature Courses--Then and Now," by Miriam
B. Beckwith; (15) "The Liveliest Literature or Is Bergman Really
Gynt's Peer?" by Gary Hoffman; (16) "Science Made Easy: Or a Method
for Teaching Science So Simple Even a Paleomicrobiologist Can
Understand It," by Donald S. Pratt. (AYC)

Bender, Louis W.; Blanco, Cheryl D.

Programs to Enhance Participation, Retention, and Success of Minority Students at Florida Community Colleges and Universities.

Florida State Univ., Tallahassee. State and Regional Higher Education Center.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Miami-Dade Community Coll., Fla.

PUB DATE- 15 Oct 87

NOTE- 69p.; Cooperative project undertaken on behalf of the Florida Postsecondary Education Planning Commission, the Florida State University System, and the Florida Community College System.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Affirmative Action; Ancillary School Services; College Programs; Community Colleges; Federal Programs; Higher Education; *Minority Groups; *School Holding Power; State Programs; State Surveys; State Universities; *Student Personnel Services; *Student Recruitment; Two Year Colleges

IDENTIFIERS- *Florida

This five-part report describes the methods and findings of a study of programs implemented at Florida's 9 public universities and 28 community colleges to enhance the participation of minority and disadvantaged students in postsecondary education. Following introductory material on the project, study design, and methods, an inventory of affirmative action initiatives is presented, covering federal programs, state programs, institutional commitment, minority transfer programs, and external support systems. The next section focuses on institutionally supported practices to identify minority students, facilitate student entry or assimilation, recruit minority students for a particular area of study or major, increase retention, and provide follow-up or assessment. This section also looks at future initiatives and the initiatives thought to have the greatest potential. The next section offers a series of observations and concerns about ways in which the initiatives seem to be externally rather than internally motivated; the influence of the chief executive officer's attitude on the effectiveness of the educational equity office; the tendency of the institutions to equate "minority" with "black"; the fragmentation of affirmative action efforts; and the role of state policy in increasing institutional competition. The report concludes with a series of recommendations. Appendices include a list of affirmative action initiatives by college, and the survey instrument. (EJV)

New York State Survey of Entrepreneurial Education: A Directory of Educational Offerings by Postsecondary and Continuing Education Institutions.

State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Occupational and Continuing Education.

PUB DATE- 87

NOTE- 187p.; Product of a research and development project supported by funds from the Carl D. Perkins Vocational Education Act.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Business Education; *Business Administration; *Business Education; *Continuing Education; Course Descriptions; Directories; *Educational Opportunities; *Entrepreneurship; Job Skills; Postsecondary Education; *Small Businesses; State Surveys

IDENTIFIERS- *New York

This directory offers an inventory of educational opportunities available to beginning entrepreneurs and small business owners in New York. Drawing from a fall 1986 survey of secondary and postsecondary educational institutions in the state, the directory presents data provided by 112 institutions concerning more than 140 programs on content emphasis, objectives, target audience, format, schedule, cost, available assistance, and instructional staff. Where appropriate, lists and descriptions of seminars and workshops offered as part of individual programs are provided. In addition to a descriptive paragraph on each program, the directory also lists a contact person, phone number, institution, and address. A listing of small business development centers, economic development centers, and other agencies that offer entrepreneurial training, such as chambers of commerce, cooperative extension centers, and small business administration offices, is also given for each region. (UCM)

ED 288 626
PS 016 958

Branca, Ronald A.

Improving Communication Skills of Childcare Workers in a Maximum Security Juvenile Detention Center.

PUB DATE- 87

NOTE- 56p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Adolescents; *Child Caregivers; *Communication Skills; *Correctional Institutions; Delinquency; *Discipline; Inservice Education; *Listening Skills; *Program Improvement

IDENTIFIERS- *Juvenile Justice System

This practicum addressed the need to reduce the number of verbal altercations and consequent disciplinary actions occurring between detained youth and the child care staff at a maximum security juvenile detention center. Observations of verbal interaction between detainees and staff, pre-practicum testing, and staff's self-reports revealed poor communication among staff. Practicum goals were to: (1) reduce the number of unnecessary discipline actions resulting from poor communication skills; (2) improve listening skills of staff interacting with children; and (3) increase the overall quality of communication between staff and children. In addressing these goals, the practicum instituted a series of inservice training sessions which focused on understanding the goals of misbehavior, redirecting negative emotions, listening actively, modifying behavior, identifying ego defenses, communicating nonverbally, controlling anger, and handling special communication problems. Specific techniques included role playing, use of practice dyads and triads, and "homework assignments." Evaluation data indicated that during the implementation period the active listening skills of the staff improved by 35 percent; overall communication improved by 17 percent; and the number of verbal altercations between child care staff and detainees decreased by 20 percent. An unanticipated outcome was the ancillary staff's request for inclusion in training sessions. (RH)

Youngblade, Lise; Harris, Vicki
PhoneFriend Evaluation Report.
PhoneFriend, Inc., State College, PA.
PUB DATE- 15 Dec 86

NOTE- 55p.

AVAILABLE FROM- PhoneFriend, Inc., P.O. Box 735, State College, PA
16804 (\$10.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *After School Programs; *Childhood Attitudes; *Community
Services; Higher Education; *Information Networks; *Latchkey
Children; *Parent Attitudes; Program Evaluation; Questionnaires;
School Community Relationship

An evaluation was made of the PhoneFriend program at State College, Pennsylvania--an after-school phone-in service designed as a "friend-in-need" outreach service for children 5 through 13 years of age. The evaluation specifically investigated the extent to which PhoneFriend provided information and support to children at home alone after school and the extent to which the service provided a viable after-school service for parents. An additional focus of the evaluation was to assess the extent of the community's awareness of the program. Adult subjects, listed in the Pennsylvania State University faculty and staff telephone directory, were contacted by campus mail. When possible their children were surveyed by telephone. A total of 80 parents responded to the survey questionnaire and 37 of their children were interviewed. Data suggested that PhoneFriend has been successful in providing a valuable and greatly appreciated service to parents and children in the university community. The overwhelming majority of parents and children surveyed were familiar with PhoneFriend and, in general, were pleased with the service. It is concluded that PhoneFriend has recognized and acted upon an important community need in an effective, efficient manner that has completely satisfied its target audience. Six tables provide detailed results; parent and child survey instruments are appended. (RH)

ED 288 696

SE 048 708

Common Environmental Terms. Revised.

Environmental Protection Agency, Washington, D. C.

PUB DATE- Nov 77

NOTE- 19p.; For prior editions, see ED 103 217 and ED 134 459.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Vocabularies/Classifications (134)

DESCRIPTORS- Conservation (Environment); *Definitions; Ecology;
*Environment; *Environmental Education; Environmental Standards;
*Glossaries; Natural Resources; *Physical Environment; Pollution;
Quality of Life; *Vocabulary; Water Quality

IDENTIFIERS- *Environmental Concepts

This booklet is a revision of an earlier document and contains a glossary of alphabetically arranged and commonly used environmental terms. For each term a brief definition is provided. (TW)

ED 288 727
SE 048 739

Gentner, Dedre; Jeziorski, Michael
Historical Shifts in the Use of Analogy in Science.
Illinois Univ., Urbana. Dept. of Computer Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and
Training Research Programs Office.
REPORT NO.- UILU-ENG-87-1778; UIUCDCS-R-87-1389
PUB DATE- Nov 87
NOTE- 62p.; Document has some broken type in footnotes which may not
reproduce well.
CONTRACT- N00014-85-K-0559
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)
DESCRIPTORS- *College Science; *Generalization; Higher Education;
Induction; Logic; *Logical Thinking; Problem Solving; Science
Education; *Science History; *Science Instruction; Scientific
Concepts; *Scientific Methodology
IDENTIFIERS- *Analogical Reasoning

Analogy is widely considered to be an important mechanism of scientific thinking and a source of creative insight in theory development. In this paper the implicit constraints that determine analogical soundness are considered. It first examines the constraints that govern analogical reasoning as it is predicted today. The scientific uses of analogy are then traced through three time periods and the styles of analogizing practice by scientists at different points in history are contrasted. This comparison suggests that the notion of analogical soundness has evolved over time. (Author/TW)

Suggested Procedures for Meeting Needs of Limited English Proficient Students. Supportive Services.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Apr 86

NOTE- 63p.; Some pages contain small, light type. For related documents, see FL 016 999, FL 017 000, and FL 017 021.

AVAILABLE FROM- Pennsylvania Department of Education, 333 Market St., Harrisburg, PA 17126-0333.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrator Guides; *Ancillary School Services; Asian Americans; Community Resources; Elementary Secondary Education; *Guidance Programs; Inservice Teacher Education; *Limited English Speaking; *Parent Participation; *Physical Health; Records (Forms); Spanish Speaking; Staff Development; Statewide Planning; Student Needs; *Student Records

Second in a series of state publications providing suggestions to school districts for serving limited-English-proficient (LEP) students, the handbook on school support services discusses several areas that may require special attention: working with parents of LEP students; staff development or in-service education; transfer of student records; guidance services and programs; student health concerns; and using community resources. Substantial appended materials include: a description of the Santa Clara County

(California) parent involvement project; a listing of York (Pennsylvania) vocational education offerings for LEP students; York City Schools forms and statements concerning discipline policy, absence, tardiness, and reduced-priced meals, in English and Spanish and in some cases, Vietnamese, Laotian, and Cambodian; a School District of Lancaster (Pennsylvania) bilingual education program description, in Spanish; the School District of Lancaster immunization form and policy statement, in English and Spanish; and lists of community agencies and resources. (MSE)

ED 288 428
HE 020 898

Allen, David F.
UNCW Summer Orientation 1987 Evaluation Highlights.
North Carolina Univ., Wilmington.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Higher Education; *Parent Attitudes;
Participant Satisfaction; *Program Evaluation; Questionnaires;
*School Orientation; Student Adjustment; *Student Attitudes
IDENTIFIERS- *University of North Carolina Wilmington
Results of evaluating the June 1987 orientation program at the
University of North Carolina at Wilmington are discussed and
compared to findings of the 1986 orientation program evaluation.
Items that were ranked as the four highest and four lowest aspects
of orientation are identified. Orientation leader effectiveness is

also assessed, along with common items answered by students and
parents. A total of 955 students and 581 parents completed a short
evaluation form after the 2-day orientation sessions in 1986. The
highest ranked item for both parents and students was helpfulness
of staff/faculty. The other two items ranked in the top four by
both parents and students concerned their overall rating of the
orientation program and their positive feelings about the
university as a result of attending orientation. The check-in/out
process was the fourth item rated by parents. All four items in
students' top four in 1986 were repeated in their 1987 ratings.
Students rated facilities lower compared to parents, liked the food
less, and were more confident than their parents of their own
ability to succeed at the university. (SW)

Poulin, Russell; Meyer, Terry
Fall 1987 Enrollments. North Dakota Institutions of Higher Education.
North Dakota State Board of Higher Education, Bismarck.

PUB DATE- Nov 87

NOTE- 76p.

AVAILABLE FROM- North Dakota State Board of Higher Education, State
Capitol, Bismarck, ND 58505.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *College Attendance; College Credits; *Enrollment
Trends; Full Time Equivalency; Full Time Students; Graduate
Students; Higher Education; *In State Students; *Out of State
Students; Part Time Students; *Place of Residence; Professional
Education; State Surveys; Student Characteristics; Undergraduate
Students

IDENTIFIERS- *North Dakota

Enrollment data for North Dakota colleges and universities for fall 1987 are presented. Information is included on: headcount enrollment, full-time enrollments; total student credit hour of part-time students; full-time equivalent (FTE) enrollments of part-time students; total of full-time and FTE of part-time enrollment; FTE enrollments based on total student credit hours by level of students; nonresident headcount undergraduate enrollments by state using students' reported home address; nonresident headcount enrollment by tuition residency status; nonresident headcount graduate and professional enrollments by state using students' reported home address; headcount enrollments by county of residence for North Dakota students; total in-state enrollment by county of origin; institutional enrollment by county of origin; headcount enrollment at North Dakota colleges by race; headcount enrollment at North Dakota colleges by citizenship, veteran status,

sex, marital status, and transfer status; and total student credit hours produced by course level. A final fall enrollment report table is included. (SW)

ED 288 457
HE 020 955

Chatman, Steve; Sprengel, Archie

A User-Based Response System for the Applied Research Needs of
Comprehensive Outcomes Assessment Activities.

PUB DATE- Nov 87

NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-America
Association for Institutional Research (St. Louis, MO, November
1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Oriented Programs; Higher Education;
Information Needs; *Information Systems; *Institutional Research;
*Outcomes of Education; Research Methodology; *Research Needs;
State Universities; Statistical Analysis; User Needs (Information)

IDENTIFIERS- *Decision Support Systems; *Southeast Missouri State
University

The development of a computer-based decision support system for
outcomes assessment at Southeast Missouri State University is
described. A menu-driven, user-based retrieval and analysis and
reporting system, the Statistical Analysis System (SAS) was
designed. The decision support system incorporates two major
components, research group identification/selection and selection
of analytic techniques. The research group identification component
constructs the necessary job control language and SAS DATA step
actions. The design menu for identification/selection is presented
and explanations are offered. The major analysis procedures are
also identified. The constructed SAS program will be modifiable so
that more sophisticated analyses can be performed. The user-based
information system provides a controlled mechanism of automated
access to student information files. It is suggested that without a
data access and analysis system, the information needs of all

disciplines and of the university will quickly overwhelm a small
institutional research office leading to canned responses in the
form of summary reports or reliance on national testing group
reports, neither of which will adequately address the needs of
faculty. (SW)

Shingleton, John D.; Scheetz, L. Patrick
Recruiting Trends 1987-88. A Study of 1,019 Businesses, Industries,
Governmental Agencies, and Educational Institutions Employing New
College Graduates.

Michigan State Univ., East Lansing. Placement Services.

PUB DATE- 30 Nov 87

NOTE- 81p.

AVAILABLE FROM- Placement Services, Michigan State University, 113,
Student Services Building, East Lansing, MI 48824-1113 (\$25.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports -
Research/Technical (143)

DESCRIPTORS- Business; *College Graduates; Demand Occupations;
*Employment Opportunities; Higher Education; Industry; *Labor
Market; Majors (Students); Occupational Surveys; *Recruitment;
*Salaries; Specialization; Trend Analysis

Information on job market trends for 1987-1988 college graduates is
presented in narrative summaries and statistical tables. Attention
is directed to trends in hiring, expected starting salaries, campus
recruiting activities, and other related topics, based on a survey
of a cross-section of 1,019 employers from business, industry,
government, and education. Hiring quotas were expected to total
83,392 new college graduates. The employer categories expecting to
hire the greatest numbers of new college graduates were educational
institutions (11,670); electrical machinery and equipment (7,599);

merchandising and retail services (7,828); accounting (7,787); and
governmental administration (7,301). During 1987-1988, employers
expected to hire more bachelor's graduates (4.0%), minority
graduates (3.9%), women graduates (3.1%), and doctoral graduates
(3.0%). Additional areas of analysis include: job availability by
geographical region, the demand for various academic majors and
degree levels, starting salary averages, international employment
opportunities, changes in salaried employees, acceptance rates for
job offers, trends for interviewing schedules, prescreening on
college campuses, delayed hiring in 1986-1987, and hiring trends
for liberal arts graduates. (SW)

Opening Fall Enrollment in Institutions of Higher Education, 1985.
Higher Education General Information Survey (HEGIS)
[machine-readable data file].

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- EF-000034

PUB DATE- 86

NOTE- This survey has been conducted annually since 1966.

AVAILABLE FROM- U.S. Department of Education (ED), Office of
Educational Research and Improvement (OERI), Information Services
(IS), 555 New Jersey Avenue, NW, Washington, DC 20208. Telephone:
(800) 424-1616. (SAS file or SPSS-X file, and documentation: \$150).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *College Attendance; College Freshmen; College Programs;
*College Students; *Enrollment; Females; Foreign Students; Full
Time Equivalency; Full Time Students; *Graduate Students; *Higher
Education; Institutional Characteristics; Males; National Surveys;

Part Time Students; Professional Education; Racial Composition;
School Surveys; Statistical Surveys; Two Year Colleges;
*Undergraduate Students

IDENTIFIERS- *Higher Education General Information Survey

The "Opening Fall Enrollment in Institutions of Higher Education" machine-readable data file (MRDF), often simply called the "Fall Enrollment" file, is a component survey of the Higher Education General Information Survey (HEGIS). It has been conducted annually since 1966. Survey forms are sent to all colleges and universities (and their branches) located in the United States and its outlying territories. Typically, forms are sent to 3,000-3,500 institutions and a response rate of over 90% results in over 3,000 records on the final file. Records for non-responding institutions are imputed (when possible) or zero-filled. Data are collected on the number of full-time and part-time male or female students enrolled at the various academic levels (lower division, upper division, professional, graduate, etc.), including full-time entering students. These data are required by legislative and executive agencies of government (federal, state, and local), as well as by accrediting agencies, professional organizations, and researchers conducting comparative studies. Beginning in 1976, this survey was coordinated with the Office of Civil Rights (OCR) so that in even-numbered years social/ethnic data are also requested (for a detailed description of this compliance data, see UD 025 968). Each year's records are maintained on magnetic tape in sequence by Federal Interagency Committee on Education (FICE) numeric code for each institution. Each record contains basic institutional data (drawn from the HEGIS Institutional Characteristics file), followed by survey data, followed in turn by generated or summary data. POPULATION: U.S. Higher Education Institutions (> 3,300). TYPE OF SURVEY: Census Survey; National Survey. RESPONDENTS: Survey Coordinators for Institutions of Higher Education. FREQUENCY: Annual (Civil rights compliance data added biennially). YEAR OF FIRST DATA: 1966. (DHH/WTB)

ED 288 514
IR 012 917

Reigeluth, Charles M.

Toward a Common Knowledge Base: The Evolution of Instructional Science. IDDE Working Paper No. 3.

Syracuse Univ., N.Y. School of Education.

PUB DATE- Aug 80

NOTE- 15p.; Best copy available.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Learning Motivation; *Learning Theories; Models; Motivation Techniques

IDENTIFIERS- *Component Display Theory; *Elaboration Theory;

*Instructional Science; Merrill (M D)

The major purpose of instructional science is to prescribe optimal methods to bring about desired learning, and the purposes of this paper are twofold: (1) to encourage individuals in the discipline to think in terms of contributing to a collegial, or even competitive, building of a common knowledge base in instructional science, and (2) to briefly describe Component Display Theory, Elaboration Theory, and John Keller's work in motivation as three recent attempts to build such a base. In all three models, the instruction begins with a special kind of overview which is derived on the basis of a single kind of knowledge structure and epitomizes that knowledge structure rather than summarizing the course content. A 22-item reference list is provided. (RP)

ED 288 530
IR 052 186

Cohen, David

Preparation for the Battle against Censorship of Film and Video in the 80s.

PUB DATE- 86

NOTE- 6p.; Paper presented at the New York Library Association Conference (Rochester, NY, October 9, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Censorship; Citizen Participation; Court Litigation; *Films; Government Role; *Intellectual Freedom; Pornography; Public Opinion; *Social Action; Social Attitudes; State Legislation; *Videotape Recordings

IDENTIFIERS- First Amendment; *Meese Commission on Pornography
Documentation of the spread of censorship is extensive, and although challenges to films and videocassettes have not figured prominently in the literature, in the future there may be more emphasis on these media than on print material. On the state level, increasing censorship of films and videocassettes has occurred in North Carolina, California, Maine, Florida, Oklahoma, and New York. Moreover, the U.S. Department of Justice has labeled three Canadian

films as "propaganda," and the U.S. Information Agency has taken action against a producer of films considered "critical" of the United States. Further examples of litigation include the Supreme Court's expected ruling on the constitutionality of a Louisiana state law mandating the teaching of creationism wherever evolution is taught, and the Mobile, Alabama, suit opposing the "secular humanist" curriculum of the schools. Furthermore, it is clear that the Meese Commission is determined to fight against pornography at all costs, employing a strategy that disregards the First Amendment by recommending 10 measures designed to reduce crime through censoring mainly pornographic books. However, censorship has been opposed effectively in the past by citizens' organizations such as the National Coalition against Censorship, the Long Island Coalition, various state groups, and those who are concerned about limitations on free speech must continue to speak out against censorship. Nine notes are provided. (KM)

ED 288 544
IR 052 211

Building Library Media Collections: Analysis of Client Groups; Black Studies: A Bibliography; The Role of Evaluation in the Library Media Collection Development Process; [and] "Weeding": Reassessment of Library Media Collections.

Maryland State Dept. of Education, Baltimore.

PUB DATE- 87

NOTE- 28p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (D20) Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Black Studies; Elementary Secondary Education; *Evaluation Criteria; *Learning Resources Centers; Library Collection Development; *Library Collections; Library Material Selection; Needs Assessment; Reference Materials; *School Libraries; *User Needs (Information)

IDENTIFIERS- *Maryland; Weeding (Library)

Designed to aid elementary, middle, junior high, and high school library media staff in developing a quality collection, "Analysis of Client Groups" poses questions about students, faculty and administration, and parents and community. Brief discussions also consider methods for collecting data; review of student records; conversations with students and staff; review of school reports, newsletters, and community bulletins; and conducting surveys. "Black Studies: A Bibliography" provides full bibliographic information for 12 useful selection tools and 12 reference materials for implementing Chapter 571 of the Acts of 1986, Education--Libraries and Media Centers in Public Schools--Black

History. A listing of 17 publishers is also included. In "The Role of Evaluation in the Library Media Collection Development Process," Jacqueline Mancall discusses reasons for evaluating school library media collections and briefly describes various evaluation methods, including impressionistic approaches, comparison of the collection with an authoritative list, measurement of usage, and bibliographic techniques. Finally, "Weeding: Reassessment of Library Media Collections" discusses the reassessment of collections using the general criteria of condition, duplication, age, and use, and presents brief guidelines to be considered when examining each section of a school library media center organized according to the Dewey Decimal Classification System. (KM)

ED 288 670
RC 016 463

Horn, Jerry G.

A Study of the Perceived Effectiveness of Kansas Small Schools.
Executive Summary.

Kansas State Univ., Manhattan. Center for Rural Education and Small
Schools.; Schools for Quality Education, KS.

PUB DATE- May 87

NOTE- 43p.; For the original report, see RC 016 462.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; *Attitude Measures; Boards of
Education; Community Attitudes; Educational Assessment;
*Educational Quality; Elementary Secondary Education; Enrollment;
Expenditure per Student; Profiles; *Program Effectiveness;
Questionnaires; Rural Schools; School District Size; School
District Spending; *School Effectiveness; School Role; *Small
Schools; Staff Role; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- Effective Schools Research; *Indicators of Quality
Schools; *Kansas

In 1986-87, Schools for Quality Education, an organization of some
80 small schools in Kansas, and the Center for Rural Education and
Small Schools (College of Education, Kansas State University)
jointly investigated the effectiveness of representative smaller
schools serving rural areas in Kansas. The study, which was
conducted in two phases, determined the generally accepted quality
indicators of effective schools deemed important in local
communities and the extent to which these were present in their
schools; the relationship between perceived quality/effectiveness

and district wealth, expenditures, enrollment, pupil/teacher ratio
and size; and profiles of districts having the lowest and highest
quality and effectiveness. The Executive Summary contains only the
data from phase 2, which determined the extent to which the
indicators were found in the local schools. All of the variables
were rated above the mid-point of the 5-point scale, and every
respondent group seemed to be satisfied that indicators were found
in their schools. Five data tables show perceptions of the 31
variables, profiles for the 5 districts perceived to be most
effective and the 5 perceived to be least effective, and
percentages of group perceptions of school quality and
effectiveness on certain qualitative questions. An additional table
summarizes overall perceived school effectiveness and related
school district data. (JHM)

ED 288 683
RC 016 491

Barabe, Rosemeri; And Others

PATHWAYS: An Adult Basic Skills Writing Workbook, Level II.

Affiliation of Arizona Indian Centers, Inc., Phoenix.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED),
Washington, DC. Indian Education Programs.

PUB DATE- 87

NOTE- 134p.; For related documents, see ED 254 362 and RC 016
482-493.

GRANT- G008420037; G008610079

AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721
North Central Avenue, Suite 814, Phoenix, AZ 85004 (\$4.75 plus
shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Adult Basic Education; Adult Education; American Indian
Culture; *American Indian Education; Capitalization (Alphabetic);
Course Content; Course Objectives; Grammar; *Literacy Education;
Paragraph Composition; Punctuation; Reading Instruction; *Reading
Skills; Relevance (Education); Sentence Structure; Sequential
Approach; Spelling; Workbooks; *Writing Instruction; *Writing
Skills

IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United

States (Southwest)

Utilizing Southwestern American Indian myths, legends, history,
information on religious beliefs, architecture, fine arts, and
social practices, the Adult Basic Education (ABE) Writing Skills
workbook presents well-researched information about the rich
heritage of the Indian culture of the Southwest, whilst offering a
sequential, systematic approach to adult learning. The lessons in
the workbook, which is divided into seven units, are arranged so
that each lesson instructs a skill. An information presentation
section is provided, explaining the particular skill or concept to
the student, and giving examples. This is followed by exercises
requiring the application of the skill. The seven units are: parts
of speech, sentence structure, paragraph development, punctuation,
capitalization, practical writing, and spelling (including
abbreviations). Tests are provided to measure mastery of the skills,
and as a means of assessing progress. A glossary is appended. (JMM)

ED 288 711
SE 048 723

Computer Mathematics: An Introduction. Part II.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum
and Instruction.

REPORT NO.- CURRIC-00-0710-80; ISBN-88315-655-5

PUB DATE- 86

NOTE- 356p.; For part I, see SE 048 722.

AVAILABLE FROM- New York City Board of Education, Division of
Curriculum and Instruction, 131 Livingston Street, Room 613,
Brooklyn, NY 11201 (\$15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Algebra; *Computer Assisted Instruction; Computer
Graphics; Computer Uses in Education; Courseware; Geometry;
Mathematical Applications; Mathematical Concepts; Mathematics
Education; *Mathematics Instruction; Mathematics Skills;
Measurement; Number Concepts; Number Systems; Probability; *Problem
Solving; *Programming; Secondary Education; *Secondary School
Mathematics; Statistics; Teaching Methods; Temperature

IDENTIFIERS- New York City Board of Education

This document describes a mathematics course that uses the computer
to solve mathematics problems. It was developed to be used with
students who have completed at least one year of general
mathematics or are not achieving success in the traditional
mathematics program. The course is intended to review, reinforce,
and extend concepts included in the secondary school mathematics

curricula. The major focus of the course is on problem solving. The
teaching of computer programming is intended to provide a model of
a problem solving process in which a problem is broken down into
its component parts. The book contains 61 lessons, some of which
are laboratory sessions, which use the computer and the process of
computer programming to help students understand: (1) flowcharts;
(2) rational numbers; (3) algebraic equations; (4) geometric
principles; (5) temperature conversion; (6) number systems; (7)
factoring; (8) prime numbers; (9) square root; (10) rounding; (11)
the Pythagorean theorem; (12) probability; and (13) statistics. (TW)

ED 288 345
FL 017 005

Crafs, Elizabeth R.

Fast Mapping of Novel Words in Oral Story Context.

PUB DATE- Apr 87

NOTE- 9p.; In: Papers and Reports on Child Language Development,
Volume 26; see FL 017 001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Language; Children; *Cognitive Processes;

Comprehension; *Context Clues; Elementary Education; Grade 1; Grade
3; Grade 5; Language Acquisition; Language Processing; Linguistic
Theory; *Oral Language; *Story Telling; *Vocabulary Development
IDENTIFIERS- *Nonsense Words

A study examined acquisition of new vocabulary through oral stories in first-, third-, and fifth-grade children. Each subject heard four stories, each including four nonsense words repeated three times. These novel words represented common nouns whose meanings could be derived from propositional information associated with their occurrence. The two factors of particular interest were the proximity of the novel word recurrences and the specificity of the propositional information surrounding them. The subjects' phonological production of the novel words, cued production with sentence context provided, and comprehension of word meaning by propositional recall, were analyzed. Producing the phonological word form and associating it with the correct proposition was difficult for all subjects, especially the younger ones. Comprehension and phonological production task results revealed that specificity and proximity had differential effects on novel word acquisition dependent on the type of information to be acquired and recalled; these results support the idea that the listener processes various aspects of the novel word and its meaning differently, depending on the propositional context available. This method of fast mapping of novel words in story context was found to be a flexible and useful paradigm for examining fast mapping skills across a wide developmental range. (MSE)

ED 288 398
FL 017 038

Adams, Alison K.

Sentence Frame Effects on Children's Category Judgments.

PUB DATE- Aug 86

NOTE- 9p.; In: Papers and Reports on Child Language Development,
Volume 25, August 1986; see FL 017 037.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; Child Language; *Classification;
Cognitive Development; *Concept Formation; *Language Acquisition;
*Language Processing; Linguistic Theory; *Parent Influence;
Piagetian Theory; Preschool Education; Semantics; *Sentence
Structure; Young Children
IDENTIFIERS- Error Correction (Language)

Two studies of concept development and categorization among 1-, 2-, and 3-year-old children suggest that concept formation is a socially guided process involving convergence on an adult model. Convergence in labeling is an early strategy for shaping children's category boundaries, while later, more elaborate linguistic means are used to differentiate and integrate members of categories. These devices include constructions like anchors and hedges, and serve a social function in that they are used to teach conventional category organization. The results of a sentence acceptance task show that children are able to use this information and that convergence on the adult network is sensitive to this measure. It is proposed that by constraining the use of these devices during the teaching period, it may be possible to test for a clear relationship between individual differences in parental use of these devices and variations in children's cognitive development in future research. (MSE)

ED 288 500
IR 012 894

Evaluation of Distance Education Projects under APEID. Report of a Study Group Meeting (Nanjing, China, August 16-25, 1986). United Nations Educational, Scientific, and Cultural Organization,

Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 87

NOTE- 58p.; For related documents, see IR 012 893 and ED 272 151.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Fensibility (142)

DESCRIPTORS- Developed Nations; *Developing Nations; *Distance Education; Evaluation Methods; Foreign Countries; *International Programs; *National Programs; *Program Evaluation

IDENTIFIERS- *Asia Pacific Region; Australia; Bangladesh; China; India; Nepal; New Zealand; Pakistan; South Korea; Sri Lanka; Thailand; *UNESCO

This report documents the work of a study group which reviewed the distance education activities undertaken during the Third Cycle of the Asia and Pacific Programme of Educational Innovation for Development (APEID), as a basis for the further development and utilization of distance learning systems and structures. Reports on distance education development and the contributions of APEID to that development are presented for each of the participating countries, i.e., Australia, Bangladesh, China, India, Nepal, New Zealand, Pakistan, Republic of Korea, Sri Lanka, and Thailand. Activities undertaken by APEID during the Third Programme Cycle are also reviewed in terms of program area, objectives, activities, and outcomes. A synthesis of the resulting summaries is presented in two parts--regional and sub-regional meetings, and national workshops. On the basis of these summaries, it was concluded that substantial progress had been achieved on the distance education projects which resulted from regional/sub-regional and national activities initiated by APEID, particularly with respect to: (1) distance education systems and structures; (2) training of distance educators; (3) course and study materials design and development; and (4) the use of distance education as an infrastructure for other developments. A discussion of future directions for distance education during the fourth programming cycle of APEID concludes the report. The agenda, a list of participants, and a list of working documents are appended. (RP)

ED 288 558
IA 052 229

Hiller, Marsha; And Others
General Policies Manual for Student Assistants: Indiana State
University Libraries. Revised.

Indiana State Univ., Terre Haute. Library.

PUB DATE- Jan 87

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General
(050)

DESCRIPTORS- *Academic Libraries; Administrative Organization;
*Administrative Policy; Dismissal (Personnel); Dress Codes;
*Employment Practices; Higher Education; Interpersonal

Communication; *Library Personnel; Library Standards; Orientation
Materials; *Personnel Policy

IDENTIFIERS- *Indiana State University; *Student Assistants

Designed to be given to new student assistants during a formal orientation program coordinated by Indiana State University's Department of Library Instruction and Orientation, this policy manual was prepared to help student library workers understand what the library expects of them. Following a brief introduction, the manual is divided into seven sections: (1) "Getting the Job...and Keeping It," which covers hiring, probation and dismissal, and evaluations; (2) "Work Schedules"; (3) "Time Sheets and Paychecks," which includes procedures for filling out student time sheets and a sample filled-out timesheet; (4) "On-the-Job Miscellany," which presents policies concerning breaks; job attire; socializing; eating, drinking, and smoking on duty; studying on duty; and visiting the work area while not on duty; (5) "Work Etiquette and Protocol," which provides guidelines for person-to-person interactions, telephone practices, clarifying a patron's request, and when to ask someone else; and (6) "Library Organization," which includes the administrative structure of the library and department functions. Several cartoons illustrate the text. A form for student acknowledgement of review policies and a summary of emergency procedures are also provided. (KM)

U.S. Children and Their Families: Current Conditions and Recent Trends, 1987. A Report Together with Additional Views of the Select Committee on Children, Youth, and Families, U.S. House of Representatives, One Hundredth Congress, First Session. Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- Mar 87

NOTE- 98p.; Document contains small and marginally legible print. For the 1983 report, see ED 231 528.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06299-1, \$2.75)

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Numerical/Quantitative Data (110)

DESCRIPTORS- Attitudes; Behavior; *Education; *Family Environment; *Family Income; Family Problems; Government Role; *Health; Intervention; *Population Trends; Tables (Data)

IDENTIFIERS- Congress 100th

Compiled by an independent research organization for the House Select Committee on Children, Youth, and Families, the 92 tables in this 1987 report update the committee's 1983 assessment of the conditions in which American children and their families live. These tables, which constitute a concise statistical summary of the most recent national data, provide information about: population; family environment; income; education; health and health-related behavior; behavior and attitudes; and selected government programs affecting children. The 1983 report identified what appeared to be dramatic shifts in families' social and economic conditions and living arrangements. This report demonstrates that these trends have made an imprint on the demographics of U.S. society and continue to create rigorous new challenges for American families. In some areas, pressures are intensifying. Included are comments of a minority of the committee which are in disagreement with the view that the trends indicated by the statistics are permanent and which point out positive trends in the data. (RH)

ED 288 657
RC 016 285

Martin, William E., Jr.; O'Connell, Joanne C.
Pueblo Indian Vocational Rehabilitation Services Study.
Northern Arizona Univ., Flagstaff. Native American Research and
Training Center.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 86

NOTE- 126p.

AVAILABLE FROM- Native American Research and Training Center, Box
5360, Northern Arizona University, Flagstaff, AZ 86011 (\$15.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Adults; American Indian Education;
*American Indians; *Attitudes; *Delivery Systems; *Disabilities;
Human Services; Interviews; *Needs Assessment; Social Services;
Surveys; Trainees; Tribes; *Vocational Rehabilitation
IDENTIFIERS- New Mexico; *Pueblo (People)

As part of a study to improve delivery of services to disabled Native Americans residing in the 18 Pueblos of New Mexico, this report specifies the methods used to develop the interview instrument and the training activities that were conducted, presents results obtained from interviews with 117 disabled Pueblo residents, and makes recommendations for future Division of Vocational Rehabilitation (DVR) initiatives. Five categories of issues/needs emerged from the interview data: communications, jobs, transportation, relocation, and resources. Recommendations developed for the DVR to address these needs include: (1) continue liaison between the Pueblos and DVR counselors through a continued/expanded role for Rehabilitation Technicians; (2) develop/implement an awareness program in the Pueblos regarding rights and needs of disabled individuals; (3) plan/implement meetings to provide information to department counselors regarding the Pueblos and their unique cultural characteristics to improve counselors' effectiveness; (4) identify major employers in the Pueblos and conduct an educational awareness program targeted at potential employers; (5) adopt a strategy of interaction that results in a consistent/predictable schedule of on-site office hours to facilitate access to vocational rehabilitation counselors; and (6) establish community councils within the Pueblos that have representation from state and local service providers, tribal officials, and consumers of services. (NEC)

Geri, George A.; Hubbard, David C.
Visual Contrast Sensitivity Functions Obtained from Untrained
Observers Using Tracking and Staircase Procedures. Final Report.
Dayton Univ., Ohio. Research Inst.
SPONS. AGENCY- Air Force Human Resources Lab., Williams AFB, Ariz.
REPORT NO.- AFHRL-TR-87-26
PUB DATE- Nov 87

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Engineering Education; *Eye Movements; *Patterned
Responses; *Psychophysiology; Science Education; *Scientific and
Technical Information; Sensory Experience; Stimuli; Stimulus
Generalization; *Vision; *Vision Tests

IDENTIFIERS- *Air Force Human Resources Laboratory; Visual Tracking
Two adaptive psychophysical procedures (tracking and "yes-no"

staircase) for obtaining human visual contrast sensitivity functions (CSF) were evaluated. The procedures were chosen based on their proven validity and the desire to evaluate the practical effects of stimulus transients, since tracking procedures traditionally employ gradual stimulus onsets whereas staircase procedures traditionally employ rapid stimulus onsets. The criteria for deciding which procedure was preferable for the rapid testing of large groups of untrained observers were consistency in the form of the measured CSFs across days, the subjective ease of the procedure as judged by the observer, and the time required to obtain consistent results. Both procedures gave repeatable results across days; thus, the first CSF obtained from each subject could be taken as representative of the true CSF as determined by additional testing. However, the tracking procedure was judged easier to use by the researchers and required less time to perform. No interaction was found between any of these variables and the different stimulus onset parameters of the two procedures.
(Author/TW)

ED 288 728
SE 048 740

Harpole, Sandra H.
The Relationship of Gender and Learning Styles to Achievement and
Laboratory Skills in Secondary School Chemistry Students.
PUB DATE- Nov 87

NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South
Educational Research Association (Mobile, AL, November, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Chemistry; Classroom
Communication; *Cognitive Style; Experiential Learning; Science
Education; Science Experiments; *Science Instruction; Science
Laboratories; Secondary Education; *Secondary School Science; *Sex
Differences

IDENTIFIERS- *Science Education Research

Some researchers have argued that it is important to match teaching styles with students' learning styles, although a relatively small amount of research has been done on learning styles in science. This study focused on the differences between male and female secondary school chemistry students in an effort to determine the relationship of gender and learning styles to achievement and laboratory skills. The sample consisted of 41 chemistry students in grades 10 and 11 in a Mississippi high school. The Canfield Learning Styles Inventory Form S-A was used to determine each student's learning style. The results of the study indicated that male chemistry students preferred situations that involved numbers and logic, computing and solving mathematical problems, and benefitted from course work that was logically and clearly organized and assignments that were meaningful. Female chemistry students tended to need laboratory activities in which they could work with people and help each other. It is suggested that the planning of different types of laboratory activities for males and females may enhance laboratory skills, and that consideration should be given to the structure of instructional procedures with females being allowed to set their own objectives and males given more logical, well-defined instructional procedures. (TW)

ED 288 743
SE 048 755

The Mind's Eye: Reading from "Scientific American."

Scientific American, Inc., New York, N.Y.

REPORT NO.- ISBN-0-7167-1754-9

PUB DATE- 86

NOTE- 135p.

AVAILABLE FROM- W.H. Freeman and Company, 4419 West 1980 South, Salt Lake City, Utah 84104 (ISBN-0-7167-1767-0; hardcover--\$23.95; ISBN-0-7167-1754-9, paperback--\$13.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Research/Technical (143)

DESCRIPTORS- Anatomy; Animals; Entomology; *Eyes; Ichthyology; Science Education; *Vision; Visual Acuity; Visualization; *Visual Perception; *Visual Stimuli

IDENTIFIERS- *Scientific American

Understanding vision is not a simple task. Nevertheless, a great deal is known about vision, more than about any of our other senses. The articles collected in this volume were chosen and organized with the intention of providing a survey of a number of different areas of vision research. Three major sections focus on the general categories of visual processing. The first section, "Eyes," contains selections dealing with color vision in fishes, the infrared "vision" of snakes, and the compound eye of insects. The next section, "Pathways to the Mind's Eye," includes articles on the brain mechanisms of vision, negative aftereffects in visual perception, the perception of moving targets, and hidden visual processes. The final section, "In the Mind's Eye," provides information on subjective contours, geometrical illusions, the interpretation of visual illusions, "turning something over" in the mind, and hallucinations. Included is a bibliography and an index. (TW)

ED 288 515
IR 012 918

Reigeluth, Charles M.; Garfield, Joanne M.
Using Videodiscs in Instruction: Realizing Their Potential through
Instructional Design. IDDE Working Paper No. 4.
Syracuse Univ., N.Y. School of Education.

PUB DATE- Sep 80

NOTE- 42p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Computer Assisted Instruction; *Courseware;

*Instructional Design; *Interactive Video; *Learning Theories;

Literature Reviews; Microcomputers; Models; Technological

Advancement; *Videodisks

IDENTIFIERS- *Instructional Science

Arguing that the systematic application of knowledge about instruction to videodisc technology is essential if the full potential of this medium is to be realized, this paper begins by discussing the need for intelligent videodisc technology in our educational system. A brief review of the state of the art in intelligent videodisc systems, which describes their capabilities and limitations, is followed by a similar review of some aspects of instructional theory that have implications for the design of hardware, software, and courseware for such systems. Some of the problems inhibiting the introduction of videodisc into education are then discussed with emphasis on the lack of sufficient high-quality courseware. Finally, a section on new horizons suggests solutions to these inhibiting factors under the rubrics of general recommendations and recommendations for making better use of present knowledge, for the design of hardware and software, and for the development of instructional models and theories for videodisc systems. A 13-item reference list is provided. (RP)

ED 288 583
JC 87D 498

Moore, George R.

A Sales Representative: One Marketing Technique.
Chemeketa Community Coll., Salem, Oreg.

PUB DATE- 87

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College School Cooperation; Community Colleges; High
Schools; *Marketing; Program Administration; Program Descriptions;
Program Effectiveness; *Student Recruitment; Two Year Colleges;
Vocational Education

In 1985, in response to a sharp decline in student enrollment in vocational programs, especially in forestry and drafting technologies, Chemeketa Community College (CCC) (Oregon) adopted a carefully targeted marketing technique involving the use of a sales representative to approach prospective students directly. A temporary part-time position of sales representative was approved, with the following duties and responsibilities: (1) become familiar with all vocational programs assigned to Trades & Technologies at CCC; (2) develop a marketing plan to meet the unique needs of each program coordinator; (3) implement the marketing plan and provide weekly reports to the coordinators and the director on contacts and results; (4) coordinate the implementation of a vocational contact checklist, a form to be completed by high school principals and superintendents indicating the presentations and materials desired from the college; (5) work with college students assigned to high school recruitment; and (6) submit an evaluation of recruitment results for review and action. During the 6 months of the recruitment effort, larger high schools in and out of the Salem area were targeted to receive the vocational contact checklist and to be visited by the sales representative. Results of the effort revealed the value of the high school teacher as contact person, of attending career fair or career days at the high school, of meeting with students outside of the classroom atmosphere, and of using a multi-media approach. (UCM)

ED 288 598
JC 870 546

Green, Connie; And Others
Student Success Strategies 1987: Access, Assessment, and
Intervention.

Chemeketa Community Coll., Salem, Oreg.

PUB DATE- 87

NOTE- 24p.; Based on the Northwest Regional Conference of the
National Council on Student Development (2nd, Gresham, OR, February
5-6, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; *Access to Education; Community
Colleges; *School Holding Power; Student Evaluation; *Student
Personnel Services; *Student Placement; Testing Programs; Two Year
Colleges

This conference report provides a summary of the activities and outcomes of the second Student Success Strategies Conference, which sought to further facilitate the development of community college action plans in the areas of access, assessment, and intervention in ensuring student success. Following introductory information on the conference, an overview of activities and presentations is provided. Next, a summary is presented of the action plans of the participating institutions indicating that Oregon's and Washington's community colleges are making progress in the following areas: (1) encouraging more faculty involvement in assessment procedures; (2) creating more computer access to records; (3) exploring new strategies for intervention in the classroom; (4) conducting a values survey of staff; (5) evaluating academic standards policies, monitoring student progress, and developing better intervention plans; and (6) evaluating intervention processes. A directory of resources is provided next, indicating which schools are involved in various success strategies related to access (e.g., printed policy on access, comprehensive market research process, weekend classes, and follow-up activities for people who inquire about programs but do not enroll); assessment (e.g., self-assessment process, mandatory course placement, optional pre-enrollment counseling, and automated assessment); and intervention (e.g., preregistration support for new students, student survival classes, mentor programs, intercultural services, and placement services). Contact people for each college are listed. The results of a values survey of participants are appended. (UCM)

ED 288 627

PS 016 963

Melius, Heidi Marie

Design and Construction of an Outdoor Playground To Meet the
Developmental Needs of Infants and Toddlers.

PUB DATE- 87

NOTE- 73p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Age Differences; *Construction (Process); *Design
Requirements; Early Childhood Education; *Facility Planning;
Infants; Play; *Playgrounds; Rating Scales; Toddlers

This practicum involved the design and construction of an outdoor playground for infants and toddlers. The primary goal was to design and construct a playground scaled to the size and developmental needs of infants and toddlers. The second goal was to evaluate the overall playground in terms of contents, maintenance and usage. The third goal was to appraise the environment after its completion in order to identify infant and toddler play preferences, parental play preferences, and those areas of the playground which promoted the most interaction between children. (Author/PCB)

ED 288 642
PS 016 988

Parent Involvement Programs in California Public Schools and Other Available Resources.

California State Dept. of Education, Sacramento.

REPORT NO.- ISBN-0-8011-0667-2

PUB DATE- 87

NOTE- 43p.

AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.50, plus sales tax for California residents).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Resources; Elementary School Students; Elementary Secondary Education; High School Students; *Infants; *Learning Activities; *Parent Participation; *Parent Student Relationship; Preschool Children; Program Descriptions

IDENTIFIERS- *California; Parent Resources

A total of 39 parent involvement programs in California and 16 other educational resources for parents and educators are very briefly described. Descriptions indicate how parents, with the help of their schools and communities, are taking an active role at home in the education of their children. It is hoped that the descriptions will provide other school personnel, parents, and community members with ideas that can lead to the development of home-school partnerships in their own schools. Program profiles include the name of program, name of contact person, address, telephone number, and annotation. Included in the document are a bibliography of 74 selected references and an index of programs, by county. (RH)

ED 288 381
FL 017 021

Suggested Procedures for Meeting Needs of Limited English Proficient Students. Initial Assessment and Placement.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Apr 86

NOTE- 47p.; For related documents, see FL 016 999, FL 017 000 and FL 017 020. Some pages printed on light blue paper.

AVAILABLE FROM- Pennsylvania Department of Education, 333 Market St., Harrisburg, PA 17126-0333.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrator Guides; Check Lists; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Limited English Speaking; *Mainstreaming; *Program Administration; Records (Forms); Screening Tests; Statewide Planning; *Student Evaluation; Student Needs; *Student Placement

The first in a series of state publications providing suggestions to school districts for serving limited-English-proficient (LEP) students, the handbook on initial student assessment, student placement, and continuing monitoring contains recommendations for nine procedures and appropriate forms for carrying them out. The procedures are to: (1) assign a knowledgeable professional to be in charge of program implementation and monitoring for LEP students; (2) make a district guidebook available to school personnel; (3) make adequate preparation for parent/guardian orientation; (4) plan for initial assessment of the student; (5) determine placement criteria; (6) establish a method for informing parents or guardians about the student's progress; (7) plan for monitoring the student's progress; (8) establish a procedure for reclassification and mainstreaming; and (9) plan for monitoring the student in the mainstream. (MSE)

ED 288 414
HE 020 775

Agreement between Lake Superior State College and Lake Superior State College Faculty Association, MEA-NEA, September 1, 1986-September 1, 1988.

Lake Superior State Coll., MI.; Michigan Education Association, East Lansing.; National Education Association, Washington, D.C.

PUB DATE- 86

NOTE- 60p.; Contains three cropped pages. Best copy available.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Freedom; Academic Rank (Professional); *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Evaluation Criteria; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Records (Forms); *State Colleges; Teacher Salaries; Tenure; Unions

IDENTIFIERS- *Lake Superior State College MI; National Education Association; *NEA Contracts; Union Rights

The collective bargaining agreement between Lake Superior State College (Michigan) and Lake Superior State College Faculty Association, an affiliate of the National Education Association, covering the period September 1, 1986-September 1, 1988, is presented. Items covered in the agreement include: unit recognition, association rights, grievances procedure and arbitration, consultation, dues deduction, management rights, faculty rights, academic freedom, types of faculty appointments, standards for initial appointment to the respective ranks, faculty evaluation, promotion criteria and procedures, tenure, academic conditions and workload, college calendar, layoff and recall of faculty members, curriculum committee, paid and unpaid leaves of absence, fringe benefits, base salary and adjustments, annual academic salaries, compensation for supplemental appointments, overload compensation, and no strike clause. A grievance report form and annual faculty evaluation form are appended. (SW)

Randell, Shirley, Ed.

The Way Forward: Women in Higher Education Management in Australia.

Report of a National Conference (Armidale, New South Wales, Australia, July 18-20, 1984).

Australian Coll. of Education, Carlton, Victoria.

REPORT NO.- ISBN-0-909587-33-7

PUB DATE- Jun 85

NOTE- 156p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrators; *Affirmative Action; Career Ladders; *College Administration; Employment Opportunities; *Equal Opportunities (Jobs); *Females; Foreign Countries; Government School Relationship; Higher Education; Promotion (Occupational); Sex Discrimination

IDENTIFIERS- *Australia; *Women Administrators

Issues concerning the participation of women in college administration in Australia are presented in this conference report. Of concern were structural and attitudinal barriers to greater participation of women in educational management and the role of government in fostering equal opportunity. Included are an overview of the conference, conference papers, and recommendations from the conference. Paper titles and authors are: "Directions for Change" (Denise Bradley); "A Vice-Chancellor's Perspective" (Robert Segall); "A Union Perspective" (Jo Gaha); "Changing Opportunities for Women in Universities: A Question of Responsibility and Will" (Gretchen Poirer); "The Politics of Merit and the Exercise of Power: Issues in the Promotion of Academic Women to Positions of Influence" (Clare Burton); "Attitudinal Barriers to the Participation of Women in Educational Management" (Bronwyn Davies); "Changing from the Middle" (Joanne Chickering); "Equal Employment Opportunity: A Perspective on the NSW Institute of Technology" (Suzanne Jobson); "The Australian National University" (Marian Sawyer); "The Road to Equal Employment Opportunity for Women in

Higher Education in New South Wales" (Joan Bielski); "Progress in New South Wales: Affirmative Action in Universities and Colleges of Advanced Education Under Part IXA of the Anti-Discrimination Act of New South Wales" (Hester Eisenstein); "Commonwealth Tertiary Education Commission's Plans for Equal Opportunity in the 1985-87 Triennium" (Gregor Ramsay); and "The Government Role in the Achievement of Equal Opportunities: An Advanced Education Council Perspective" (Maureen Bickley). (SW)

Scott, Robert A.

Strategic Responses to Demographic Changes: Students, Faculty, and Patrons.

PUB DATE- 19 Oct 87

NOTE- 38p.; Paper based on an invited address at the Annual Meeting of the Eastern Association of College and University Business Officers (Pittsburgh, PA, October 19, 1987). Some tables contain light, broken type.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change Strategies; *College Faculty; College Planning;

*College Students; *Declining Enrollment; *Donors; Enrollment

Trends; Fund Raising; Higher Education; Marketing; Population

Trends; School Business Relationship; *School Demography; School

Holding Power; Student Recruitment; *Teacher Recruitment; Teacher

Supply and Demand

IDENTIFIERS- *Ramapo College of New Jersey

Demographic changes affecting college students, faculty, and patrons and responses to the changes are considered. For each of the three groups, attention is directed to factors influencing change within and outside the campus, options available to the campus, and strategies for responding to the demographic changes.

To recruit new full-time freshmen, strategy development requires review of feeder schools to analyze inquiries, applications, admission offers, and deposits paid. For recruiting transfer students, articulation agreements are important. Recruiting adult students requires special mailings and advertisements. Strategies employed by Ramapo College of New Jersey to market the school's international and multicultural offerings are described.

Consideration is also given to ways for a college to address a diminished supply of faculty and approaches that Ramapo College has employed, including joint ventures with industry and with other colleges, and recruiting retirees from business/industry. To improve financial donations, colleges use techniques such as grant applications that are project-specific, leases and sales of assets, and offering services like art shows and meeting facilities. (SW)

Self, Philip S.

Current Reform in Higher Education in Bahrain.

PUB DATE- Apr 87

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Allied Health Occupations Education; *Developing Nations; *Educational History; Foreign Countries; *Higher Education; Hospitality Occupations; Special Education; *Technical Institutes; Undergraduate Study; *Universities

IDENTIFIERS- *Arabian Gulf Region; *Bahrain

Higher education in Bahrain and background information on this Arab Gulf country are considered. Bahrain, similar to other Gulf States, depended heavily on expatriates as teachers, most of whom were from Egypt, Syria, and Lebanon. Bahraini students have pursued college studies in other countries. Higher education in the country started as separate colleges based on needs. In 1983 there were four higher education institutions. By 1970 Bahrain established the Gulf College of Technology, which was the only college in the region to focus on technology and accept students from other Arab Gulf States. By 1976 Bahrain established the College of Health Sciences and Hotel and Catering Training Center. In 1978 The University College of Bahrain was established. The Polytechnic College and The University College of Bahrain served as the nucleus of the present University of Bahrain, while the College of Health Sciences became the first college of a newer regional university, the Arabian Gulf University (AGU). The establishment of AGU with funds from seven countries will provide for needed studies in certain areas. Graduate studies are still sought outside Bahrain. A proposed undergraduate special education program is described. (SW)

Reed, Marie-Elaine Burns

Leadership Styles and Management Skills of Learning

Assistance/Developmental Education Program Directors/Coordinators.

PUB DATE- 87

NOTE- 90p.; Investigative Paper, Pepperdine University.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- Administrator Attitudes; *Administrator Qualifications;
*Developmental Studies Programs; Higher Education; Institutes
(Training Programs); *Instructional Leadership; *Leadership Styles;
*Management Development; Needs Assessment; Questionnaires; Skill
Development

IDENTIFIERS- *Learning Assistance Centers

Leadership styles and management skills needed by directors and coordinators of learning assistance and developmental education were assessed. Based on a literature review, a questionnaire was constructed and then validated by a panel of experts in the field. The questionnaire was sent to 45 selected learning assistance/developmental education directors and coordinators and 16 responses were received. Findings include: program directors and coordinators saw a difference between leadership and management; the majority of respondents possessed management skills that affected their leadership styles; more than half of the respondents' leadership styles affected their management skills; the majority of respondents felt they needed additional skills, information, or training to improve their leadership styles and management skills; and although the majority of respondents knew where to go for training, they could not afford training unless the institution paid for it. It is recommended that training institutes be sponsored for learning assistance and developmental program directors/coordinators and that a training manual and electronic network be developed. The questionnaire is appended. (SW)

ED 288 531
IR 052 188

Motowatsu, Nancy R.; Newman, Joan A.
Research Goes to School: Teaching Students To Go Online. Revised.
Washington Office of the State Superintendent of Public Instruction,
Olympia, WA. Div. of Instructional Programs and Services.

REPORT NO.- IPS/627/87

PUB DATE- Sep 87

NOTE- 107p.; For an earlier edition, see ED 278 428. Some pages on
colored paper may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Annotated Bibliographies; *Databases; *Online Searching;
Online Vendors; Postsecondary Education; *Search Strategies;
Secondary Education; Teaching Guides

IDENTIFIERS- *Bibliographic Retrieval Services

Designed to assist teachers in teaching introductory courses in
searching online databases at the adult or secondary level, this
manual discusses very basic searching techniques and strategies and
is intended to stimulate further study rather than teach in-depth
searching skills. Examples in the manual are taken from databases
in the Bibliographic Retrieval Services (BRS) system and Datatimes.
The rationale and objectives for instruction are presented; the
ERIC, Magazines (MAGS), and Datatimes databases are introduced;
factors to be considered before going online are discussed; and
specific procedures for going online with BRS and Datatimes are
detailed. In addition, complete sample searches on six topics are
presented, and sample school budgets are provided as well as
materials from eight online programs in Washington State. A
glossary and a 22-item annotated bibliography on student searching
are also provided. Six appendices include a listing of Washington
State online searching consultants K-12; examples of BRS logical
operators; a listing of the names, labels, producers, and
descriptions of databases available on BRS as of February 1987; a

summary of BRS commands, logical operators, and print options; a
listing of journals indexed in Magazine Index; and 20 additional
search strategies. (KM)

ED 288 545
IR 052 212

Contracting Out. National Oceanic and Atmospheric Administration's Central Library. Report to the Chairman, Subcommittee on Commerce, Justice, State, and the Judiciary, Committee on Appropriations, U.S. Senate.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/RCED-87-184

PUB DATE- Aug 87

NOTE- 16p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free; additional copies \$2.00 each).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrative Change; Audits (Verification); *Contracts; Cost Effectiveness; Cost Estimates; Efficiency; *Government Libraries; Job Analysis; *Library Administration; *Library Personnel; Operations Research; Public Agencies

IDENTIFIERS- *National Oceanic and Atmospheric Administration; *Private Sector

In response to a request by the Senate Committee on Appropriations for an examination of the A-76 program of the Department of Commerce's National Oceanic and Atmospheric Administration (NOAA), in particular NOAA's decision to contract for the operation of its Central Library, this report describes a General Accounting Office (GAO) review which: (1) examined the A-76 process NOAA used for its Central Library for any irregularities; (2) examined the allegations/concerns raised by NOAA employees and the American Library Association (ALA) that directly related to the A-76 process NOAA used; and (3) investigated the legality of contracting the library's operation to a U.S. subsidiary of a foreign company. A letter from John H. Luke, Associate Director of GAO's Resources, Community, and Economic Development Division, summarizes the review and discusses OMB (Office of Management and Budget) Circular A-76 procedures, the status of the NOAA library review, an NOAA variance with procedures that was noted but did not affect the award of the contract, and the audit objectives, scope, and methodology. GAO

findings on eight library employee and ALA allegations/concerns pertaining to the A-76 process and a listing of major contributors to the report are appended. (KM)

Bilson, Barbara, Ed.

Inside English: Journal of the English Council of the California Two-Year Colleges; Vol. VIII, Nos. 1-4, September 1981, December 1981, March 1982, and June 1982.

English Council of the California Two-Year Colleges.

PUB DATE- 82

NOTE- 34p.; This journal is printed in oversize form (11.5 x 14.5). All pages have been photographically reduced by ERIC to standard size (8.5 x 11) before microfiching. For the complete archival compilation of volumes 1-13 of "Inside English," see ED 272 238.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; *College English; College Faculty; Community Colleges; English (Second Language); English Curriculum; English Departments; *English Instruction; Literature; *Remedial Instruction; State Standards; Student Placement; Teacher Student Relationship; *Teaching Methods; Two Year Colleges; Writing (Composition); *Writing Exercises; Writing Processes; *Writing Skills

IDENTIFIERS- *Writing Laboratories

Designed primarily for English faculty at two-year colleges in California, "Inside English" includes articles on instructional innovations in teaching remedial writing, literature courses, and freshman composition, and on major curricular, administrative, and employment issues in the field. The four issues in volume 8 include the following feature articles: (1) "Where Research and Practice Meet: The Theoretical Foundations of an English Program," by Ruth Maddox; (2) "Fair Is Fair: Course Rotation at Mt. SAC (San Antonio College)," by Jim Moore; (3) "Teaching English As a Strange Language," by Roselle M. Lewis; (4) "Bilingual Bridge: Faculty-Curriculum-Lab," by Nancy H. Nadeau; (5) "Teachers, Students, and Writer's Intuition," by Kevin Ryan; (6) "Controlled Composition: An Alternative to Grammar in the Writing Laboratory," by Helen Heftsman Gordon; (7) "Unlearning Comp: Paragraphs," by Richard Tracey; (8) "Making Better Beginnings: Generating Effective Writing Assignments...Across the Curriculum," by Andrew Moss and Carol Holder; (9) "Writing to Learn Writing," by Judith Hert; (10) "Keeping Alive by Reading and Writing: Book Reviewers as Role Models," by Jim Moore; (11) "What I Did When... Resistance Seemed the Name of the Game," by Georgia Logan; (12) "A Unique Writing Program: Role Models Help Build a Bridge to Success," by Patricia McGrath; (13) "A Plea for More Literature and Humanities in the Community College Curriculum," by Jack Gill; and (14) "A Meditation

on the Nature of Composition," by Doug Lane. (AYC)

Sackney, L. E.; Wilson, K. A.

Alternative Rural School Improvement Models: Developmental and Cultural Perspectives.

PUB DATE- May 87

NOTE- 20p.; Paper presented at the Canadian Association for the Study of Educational Administration (Hamilton, Ontario, May 31, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; Educational Environment; Educational Improvement; Elementary Secondary Education; Foreign Countries; *Improvement Programs; Leadership Training; Management Development; Organizational Climate; *Principals; *Program Design; Program Effectiveness; Program Implementation; Rural Schools; *School Administration; *School Effectiveness; Staff Development

IDENTIFIERS- Canada; Saskatchewan

Although effective schools research has indicated the need for an added emphasis on increasing student achievement within a satisfying learning climate, the issue of how best to implement this research has been perplexing for both researchers and practitioners. Different approaches are being tried in two rural Saskatchewan school divisions. In Division A (six schools), the project consisted of three main activities: reviewing a set of nine school effectiveness variables; having each school staff use a rating procedure to choose which of the nine factors might be the best starting point for an improvement effort; and explaining a "plan of action" process whereby specific targets, procedures, and responsibilities were developed for whole staff approval before implementation. Reaction to the project was varied, but generally the improvements attempted were satisfactory to the staff. The degree of commitment and leadership were reflected in the success rate. In Division B (15 schools), the basic intention is the improvement of principalship, judged important because of the centrality of the principal's role in building and sustaining the organizational culture of the school. School improvement will then

come about through cultural linkages. It is expected that the cultural development approach will yield more successful results, but the results are not yet known. (JMN)

ED 288 684
RC 016 492

Barabe, Rosemeri; And Others

PATHWAYS: An Adult Basic Skills Writing Workbook, Level III.

Teacher's Guide.

Affiliation of Arizona Indian Centers, Inc., Phoenix.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED),
Washington, DC. Indian Education Programs.

PUB DATE- 87

NOTE- 74p.; For related documents, see ED 254 362 and RC 016 482-493.

GRANT- G008420037; G008610079

AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721
North Central Avenue, Suite 814, Phoenix, AZ 85004 (\$4.95 plus
shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy;
American Indian Culture; *American Indian Education; Basic Skills;
*Course Content; Course Objectives; *Literacy Education; Reading
Instruction; Reading Skills; Relevance (Education); Sequential
Approach; Teaching Guides; *Teaching Methods; Units of Study;
Writing Instruction; *Writing Skills

IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United
States (Southwest)

Part of an adult basic education series utilizing Southwestern
American Indian cultural material, this level III (fifth grade
equivalent, 4.5-6.0 readability) teacher's guide contains concise
explanations of the various skills presented, suggested teaching
strategies, answers to workbook exercises, and a list of available
supplementary commercial materials with specific pages cited. Unit
I focuses on parts of speech: singular and plural nouns; possessive
and collective nouns; nouns used as subjects and objects; pronouns
used as nouns and direct objects; demonstrative and possessive
pronouns; helping and linking verbs; descriptive, possessive, and

demonstrative adjectives; adverbs; prepositional words and phrases;
time words; and conjunctions. Unit II teaches sentence structure.
Unit III covers paragraph development. Unit IV presents aspects of
punctuation: commas in dates, places, and series; quotation marks;
and underlining. Unit V teaches capitalization. Unit VI offers
pointers on writing personal notes and personal information. Unit
VII stresses spelling of days, months, numbers, and abbreviations.
(NEC)

ED 288 698
SE 048 710

Albrecht, Jean, Ed.; Rodkewich, Patricia, Ed.
Social Sciences in Forestry. A Current Selected Bibliography and
Index. No. 72.

Minnesota Univ., St. Paul. Coll. of Forestry.

PUB DATE- Sep 87

NOTE- 89p.; Additional support provided by the U.S. Dept. of
Agriculture Forest Service Research Division. For the previous
bibliography see ED 286 718.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works
- Serials (022)

DESCRIPTORS- Agronomy; Annotated Bibliographies; *Conservation
(Environment); Economics; *Environmental Education; *Forestry; Land
Use; *Lumber Industry; *Natural Resources; Recreation; Trees;
Wildlife Management

This issue of "Social Sciences in Forestry" provides an annotated
bibliographic listing of 648 current references arranged according
to four major areas of forestry: (1) social sciences applications
to forestry at large (containing citations on resources, history,
legislation, policy, planning, appraisal and valuation, investment
and finance, taxation, subsidization, agroforestry, economics,
education, research, technology, and environmental concerns); (2)
social sciences applications to forest management (with references
on multiple use management, ownership of public and private lands,
labor, and protection); (3) production of forest goods and services
(addressing areas such as outdoor recreation, wilderness and range
management, urban forestry, watershed management, fish and
wildlife, and wood production); and (4) social sciences
applications to forest industries (focusing on wood-using
industries and other forest industries, marketing and trade, and
transportation). The four major areas are subdivided into a total

of 42 subheadings. An author index is provided. (TW)

ED 288 712
SE 048 724

Simple Machines Curriculum. [Teachers' Manual.]
Anoka-Hennepin Independent School District No. 11, Coon Rapids, MN.
PUB DATE- Aug 85

NOTE- 112p.; This unit uses a LEGO kit available from LEGO Systems, Inc., 555 Taylor Road, Enfield, CT 06082, at a cost of \$37.00.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Force; Models; Motion; *Physics; *Science Activities; Science and Society; Science Instruction; *Science Materials; *Secondary School Science; Teaching Methods; *Three Dimensional Aids

This manual provides suggestions for investigating simple machines and the teaching of certain basic concepts which pertain to them. Many of the lessons are designed to be used with the commercially available LEGO kits, in an effort to teach concepts in a way in which students must translate pictures shown in two dimension into three-dimensional models. The guide lists the scientific concepts and principles being addressed, along with the unit objectives and other materials which are needed. The major portion of the guide describes 12 lessons, which deal with: (1) an introduction to the simple machines unit; (2) work and levers; (3) friction; (4) inclined planes and screws; (5) wheels and axles; (6) belt transmission (as it applies to multiplying force and speed); (7) gears and gear ratios; (8) the transmission of motion; (9) centrifugal force and motion; (10) pulleys; (11) steering mechanisms; and (12) mechanical advantage. Included is a set of test items that can be used for evaluating student progress. (TW)

ED 288 366
FL 017 006

Gerken, LouAnn

Telegraphic Speaking Does Not Imply Telegraphic Listening.

PUB DATE- Apr 87

NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 26; see FL 017 001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Language; Discourse Analysis; Intonation; Language Acquisition; *Language Processing; Linguistic Theory; *Listening Habits; Morphemes; Phonology; Speech Acts; *Speech Habits; *Stress (Phonology); Toddlers

IDENTIFIERS- Nonsense Words; *Telegraphic Speech

A study investigated the hypothesis that children are sensitive to functors in language and only omit them due to factors specific to speech production and after having analyzed them as separate morphemes. This hypothesis was tested as an alternative to two existing hypotheses concerning children's selective listening for content words and for stress. The subjects were three groups of toddlers. Their responses on an imitation task were analyzed for omission of functors for English and nonsense words. For one group, the experimenter gave content words more stress than functors. For

the second group, the strings were generated on a speech synthesizer to give the same intonation contour to each. The third group was divided into two subgroups, one hearing recorded human speech and one hearing synthesizer speech, but in all cases, the English and nonsense strings to be imitated contained schwa. The results of the three studies contradict both the content attention and stress hypotheses and support the hypothesis under consideration: That children omit functors because they have analyzed them as separate morphemes. Further research on young children's speech production processes is recommended. (MSE)

ED 288 399
FL 017 039

Baldwin, Dare A.
Color Similarity in Children's Classifications and Extensions of
Object Labels.

PUB DATE- Aug 86

NOTE- 9p.; In: Papers and Reports on Child Language Development,
Volume 25, August 1986; see FL 017 037.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Language; *Classification; Cognitive Development;
*Color; Comparative Analysis; *Error Patterns; *Language
Acquisition; Language Processing; Language Research; Linguistic
Theory; *Nouns; Semantics; Toddlers

A study investigated whether children expect color similarity to be less important than form similarity in object label extensions. Twenty 2-year-olds and 20 3-year-olds were asked to sort objects similar in either color or form in two different situations: (1) the "No Label" condition where children were asked to help the puppet put objects that are alike on the same page in the picture-book; and (2) the "Novel Label" condition where children were asked to do the same but told the puppet used words they had never heard before and introduced items with the novel labels. In the first test, both 2-year-olds and 3-year-olds who were offered novel labels for objects sorted them by form similarity. In the second test, the younger children sorted objects more often on the basis of color while the older children sorted almost entirely based on form similarity. These results suggest that color is a

relatively uninformative property with regard to objects' category membership, while form appears to be especially predictive of category membership. This may explain why form-based overextension errors are not unusual in children's early use of object labels, while color overextensions are far less common. It may also explain why children tend to learn basic category level labels before those at a higher or lower level of classification. (MSE)

ED 288 559
IN 052 230

Cheng, Shauley
University and Research Libraries in China. Social Sciences
Interdisciplinary Program Occasional Paper Series. No. 87-1.

PUB DATE- 87

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Libraries; Budgets; Foreign Countries; Higher
Education; History; Library Acquisition; Library Administration;
*Library Collections; Library Facilities; Library Personnel;
Library Services; *National Libraries; *Research Libraries;
*Special Libraries

IDENTIFIERS- *China; *Library Development

As early as the sixth century B.C., China's imperial library served as a depository of national literature and archives, and in 1905 China's first public library was opened. Since the founding of the People's Republic of China, however, library development has been sporadic. Brief examinations of some of China's major libraries reveal the status, prospects, and problems of university and research libraries in China today. The National Library of China (NLC), the nation's largest public library, for example, collects comprehensively on a national scale and acquires foreign materials in 115 languages; however, the library faces an acute shortage of qualified personnel. Comparatively well-staffed and heavily used, academic libraries vary in size and services but face some common

problems such as space and budget limitations and book preservation. Finally, special libraries, the best-managed libraries in China, have larger budgets than college and university libraries and are considered key national institutions. Despite the setbacks suffered during the Cultural Revolution (1966-1976), China's libraries have experienced positive growth in the decade following the upheaval, and it is hoped that even greater emphasis will be placed on the expansion, improvement, and development of library work in the future. Fourteen references are provided. (KM)

Child Care: Key to Employment in a Changing Economy. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session. Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 87

NOTE- 196p.; Portions of document contain small/marginally legible print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06341-6, \$5.50).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Day Care; Early Childhood Education; *Economic Factors; *Family Problems; *Federal Government; *Financial Support; *Government Role; Hearings; Program Descriptions

IDENTIFIERS- Business Role; Congress 100th; *Subsidized Child Care Services

Presented is a report of a hearing to assess the changing nature of the economy and the growing necessity for families to participate in the work force. The hearing explored the importance of child care to families' ability to become and remain self-sufficient, and to the improvement of employee productivity in the workplace. Testimony concerned: (1) the importance of subsidized child care to employed mothers; (2) the importance of the Massachusetts Employment and Training Program's child care component to the program; (3) details of the child care component of the Employment and Training Choices program; (4) features of a campus child care center which operated on a sliding fee scale; (5) factors responsible for the increased demand for child care in California's Costa County; (6) the need to accommodate the increasing number of employees who are single parents or dual wage earners; (7) the role of child care in promoting economic self-sufficiency among low-income families residing in public housing; (8) the relation of child care cost to mothers' ability to enter the work force; and (9) the role of the corporation in child care. (RH)

ED 288 628

PS 016 964

Kozubal, Diane K.

Integrating Computer Technology into the Field of Child Care through
In-Service Workshops for University Day Care Staff and
Teachers-in-Training.

PUB DATE- Jun 87

NOTE- 127p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Computer Literacy; *Computers; *Day Care; Early
Childhood Education; *Inservice Teacher Education; Staff
Development; Teacher Workshops

The purpose of this practicum was to develop and implement a computer training series for early childhood professionals. Over a 10-month period, direct instructional presentations, scheduled lab periods for individual practice, and informal hands-on activities formed the framework for developing foundation skills. The skills involved were those needed for the general operation of a computer, the selection and use of software packages, the use of two computer languages, and the effective implementation of computer-related skills in child care sites. Upon completion of the workshop, a post-test survey tool was administered to determine changes in skill levels and achievement. (PCB)

Schrinkel, Steve; DeGracie, James S.

Analysis of School District Records to Describe the Long-Term Effects of Chapter 1 Services on the Participants in the Mesa Public Schools and an Assessment of the Confounding Effects of Participation in Other Categorical Programs. Final Report. Tech Memo.

Mesa Public Schools, AZ. Dept. of Research and Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 16 Dec 86

NOTE- 61p.

CONTRACT- 400-86-0029

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Achievement Rating; *American Indian Education; Comparative Analysis; Educational Assessment; Elementary Secondary Education; *English (Second Language); Ethnic Distribution; Longitudinal Studies; Mathematics Instruction; *Migrant Education; Reading Instruction; *Student Participation

IDENTIFIERS- Arizona; *Education Consolidation Improvement Act

Chapter 1; *Mesa Public Schools AZ

A longitudinal records analysis of students enrolled in Chapter 1 and other categorical programs of the Mesa Public Schools in the 1980-81 school year was conducted. Data were collected from 1980 to 1984 regarding service patterns in Chapter 1, Indian Education, Migrant, and English as a Second Language (ESL) programs. It was found that Chapter 1 students received services on an average of 1.4 years, ESL 1.4 years, Indian Education 1.7 years, and Migrant Education 2 years. Generally, Chapter 1 students' participation was below 2% in Indian Education, 4% in the Migrant program and 10% in ESL. An average 30% of Chapter 1 students were served by reading and 25% by math services in grades 2-6. From 1980 to 1984, 1st grade and kindergarten participation rose from 20 to 38%. Within Chapter 1, 40% of students received multiple services, mostly math and reading. Exit of students from ESL to Chapter 1 was the predominant form of transfer between programs (25%). Few Chapter 1 students transferred to categorical programs. Longitudinal analysis of a first grade cohort with 3 and 4 years of service showed that the average reading and math NCE scores declined with increased length of service. Gains made were not sustained. Chapter 1 showed the lowest retention rate (2.5%) with ESL the highest (9%). (JMH)

ED 288 729

SE 048 741

Chen, David

ECO-LIFE: A Simulation of an Ecological System. Student Booklet.
Tel-Aviv Univ. (Israel).

PUB DATE- [88]

NOTE- 49p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Animals; *College Science; Computer Assisted
Instruction; *Computer Simulation; Computer Uses in Education;
Ecological Factors; *Ecology; Environmental Education; Foreign
Countries; Higher Education; *Population Growth; Science
Activities; Science Instruction; Secondary Education; *Secondary
School Science; *Wildlife

IDENTIFIERS- *Population Ecology

This document contains an instructional unit which deals with one

major topic in ecology. It focuses on the variables which affect the development of populations and determine their final size within a given period of time. The variables operating in nature which determine the development of populations are numerous, thus complicating the task of scientists who attempt to evaluate the separate influence of each variable. To help overcome some of these problems this unit attempts to study the development of animal populations using a computer simulation. This instructional method presents a relatively simple simulation of the complex realities of animal populations. The booklet was designed to guide the student through the content being addressed and introduce the student to the computer simulation. It also includes additional activities, questions, and summaries. (TW)

Bruno, Leonard C.

The Tradition of Science: Landmarks of Western Science in the
Collections of the Library of Congress.

Library of Congress, Washington, D.C.

REPORT NO.- ISBN-0-8444-0528-0

PUB DATE- 87

NOTE- 359p.; Some color photographs may not reproduce well.

AVAILABLE FROM- Superintendent of Documents, Government Printing
Office, Washington, DC 20402 (\$30.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
Historical Materials (060)

DESCRIPTORS- Astronomy; Botany; Chemistry; *College Mathematics;
*College Science; Geology; Higher Education; Mathematics Education;
Medicine; Physics; *Science and Society; Science Education;
*Science History; *Scientific and Technical Information; Zoology

Any real understanding of where we stand scientifically today and
where we are headed depends to a great extent on an awareness of
how we reached those scientific achievements. The increased impact
of science and technology on our lives makes such an understanding
even more important. For this reason, this book is intended to
provide information about the major works of science in the
collections of the Library of Congress. These selected works are
organized here by traditional scientific discipline and are treated
in historical and, generally, chronological order. The contents
contain chapters on: (1) astronomy; (2) botany; (3) zoology; (4)
medicine; (5) chemistry; (6) geology; (7) mathematics; and (8)
physics. A bibliography provides information about particular

Library of Congress collections to which a book or manuscript may
belong, as well as specific bibliographic information. Title
translations are also included. (TW)

ED 288 415
HE 020 826

Clark, Burton R.
The Problem of Complexity in Modern Higher Education. Working Paper

No. 9.

California Univ., Los Angeles. Graduate School of Education

PUB DATE- Aug 87

NOTE- 43p.; Revised version of paper presented at the International Conference of the Swedish National Board of Universities and Colleges (Dalarna, Sweden, June 1-5, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Faculty; *College Programs; *College Role; *Educational Change; *Higher Education; *Specialization

Ways in which modern higher education has become complex are discussed, along with accommodations to cope with complexity. The growing diversity of tasks that modern higher education systems have undertaken has led to structural differentiation, which deconcentrates the overall system, and academic professionalism, within which academics specialize their interests and commitments in a widening array of subjects and institutions. Large countries may permit diffuse coverage of all subjects, while small countries have to be selective to invest in certain fields. State-guided limitations is one way to try to control complexity. In addition to such planned responses, there are adaptive profession-led and market-led forms of differentiation and integration. (SW)

ED 288 486
IR 012 876

Gilpin, John B.

Character Sets for PLATO/NovaNET: An Expository Catalog.
Illinois Univ., Urbana. Computer-Based Education Research Lab.
REPORT NO.- CERL-E-32

PUB DATE- Aug 87

NOTE- 138p.; PLATO Education Group.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports -

Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Alphabets; *Authoring Aids (Programing); Computer
Assisted Instruction; Computer Graphics; *Instructional Systems
IDENTIFIERS- Computer Displays; *NovaNET; *PLATO

The PLATO and NovaNET computer-based instructional systems use a fixed system character set ("normal font") and an author-definable character set ("alternate font"). The alternate font lets the author construct his own symbols and bitmapped pictures. This expository catalog allows users to determine quickly (1) whether there is a character set already available that is suitable for a given use; (2) whether there is one available that might be copied and modified to make it suitable; or (3) whether concepts from more than one character set might be combined. It can assist new creation by allowing a designer to quickly scan the different approaches that other designers have taken to a given character or set of characters. The catalog presents a brief history of the displays and an explanation of charset utilities and the displays; however, it assumes that the user is familiar with the PLATO or NovaNET system and its terminology. A system charset for NovaNET/ASCII terminals, a list of pictures in PSO charset file "pictures," and a list of examined charsets not included in this catalog are appended. (RP)

ED 288 501
IR 012 895

DeHart, A. Robert

The Many Uses of a Satellite Dish. Management Report 1987-8/1.
Association of California Community Coll. Administrators.

PUB DATE- 87

NOTE- 15p.; Photographs may not reproduce.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Communications Satellites; *Community Colleges; Costs;
*Telecommunications; Two Year Colleges

IDENTIFIERS- *Community College Satellite Network CA; *Satellite
Dishes

This management report from the Association of California Community College Administrators encourages institutions that have not already done so to purchase their own satellite dish, and points out how those already owning one may gain even greater advantage from its presence on campus. The three major types of services that provide current satellite programming to colleges are described--i.e., commercial networks specifically developed for the college market, college consortium networks developed for the college market, and commercial companies that assist any enterprise in offering a teleconference or other television event--and examples are given of specific providers and their services. A discussion of the multiple uses of satellite systems concludes the report, and information about the costs involved in purchasing a dish is appended. (RP)

Keller, Bonnie; Reigeluth, Charles M.

A Comparison of Three Instructional Presentation Formats. IDDE
Working Paper No. 6.

Syracuse Univ., N.Y. School of Education.

PUB DATE- Jan 82

NOTE- 31p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Analysis of Covariance; Analysis of Variance; *Discovery Learning; Games; Grade 3; Instructional Effectiveness; *Intermode Differences; *Predictor Variables; Pretests Posttests; Primary Education; Set Theory; Student Motivation

IDENTIFIERS- *Component Display Theory; *Expository Teaching; Merrill (M D)

Inconsistencies in the use of terminology to describe instructional treatments, confounding of discovery and expository methods with other aspects of instruction, and inconsistencies in defining independent and dependent variables within and between studies have all contributed to the lack of definitive conclusions about the effectiveness of different instructional methods. The purpose of this study was to compare the effectiveness of three instructional methods, i.e., expository, discovery, and a modified form of discovery, Component Display Theory, which incorporated the rule given in the expository lesson using a theoretical paradigm for analyzing the components of instruction. The subjects were 50 third-graders from Syracuse, New York, and a concept taken from beginning set theory in conceptual mathematics was selected as the task. While none of the instructional treatments proved to be significantly better on the overall test incorporating both application and transfer subscales, a few differences did emerge through analysis of the subscale results. The findings indicated that explicitly providing a generality, whether at the beginning or at the end of a lesson, will facilitate performance on applying that generality. A 15-item reference list is provided. (RP)

Rice, Gary
College of DuPage District 502 Educational Needs Assessment (Total
Sample Summary).
College of DuPage, Glen Ellyn, Ill.

PUB DATE- Jun 87

NOTE- 36p.; Summary of a survey conducted by the Gallup Organization.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports -
Evaluative/Feasibility (142)

DESCRIPTORS- College Choice; *College Role; *Community Attitudes;
Community Colleges; Community Surveys; *Educational Attitudes;
*Educational Needs; Information Sources; Social Attitudes; Transfer
Programs; Two Year Colleges; Vocational Education

In spring 1987, the Gallup Organization conducted a telephone survey for the College of DuPage (COD) in Illinois to determine community perceptions of the college's role in the community; community awareness of COD and its competitors; perceptions of current college services; importance of factors in selecting an educational program; interest in attending an educational program; obstacles to attending COD; vocational and career interests; sources of information about COD; preferred delivery systems, schedule, location, and format; and rating of COD on various factors. Survey findings, based on responses from 1,513 District 502 residents, included the following: (1) the functions rated as most important for community colleges were "prepare to transfer" and "provide vocational training," though half of the respondents saw COD as a place to earn transfer credit and only 13% saw it as a place to obtain a two-year college occupational degree or certificate; (2) 43% of the respondents indicated that some member of their household had taken courses at COD; (3) the most frequently given reason for choosing COD or one of its competitors was "convenient location"; and (4) 66% of the respondents indicated that career-related continuing education was important to them. (UCM)

Simplified Buying Guide. 1987 Edition.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0676-1
PUB DATE- 87

NOTE- 129p.; Prepared by the California Child Care Food Program.
AVAILABLE FROM- Publications Sales, California State Department of
Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$7.50, plus
sales tax for California residents).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - General (130)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)

DESCRIPTORS- Breakfast Programs; Child Caregivers; *Compliance
(Legal); *Day Care; Day Care Centers; Family Day Care; *Food
Standards; Lunch Programs; *Nutrition

IDENTIFIERS- *Child Care Food Program; *Meal Programs

This guide was written to provide sponsors with a combination of
guidance and policy information in order to help them plan,
purchase, prepare, and serve nutritious meals and snacks that
comply with the Child Care Food Program meal pattern requirements.
Nutrition information and lists of allowable foods for each menu
component (meat, fruit and vegetable, bread, milk) are presented. A
list of other foods commonly served that do not count toward any
component of the meal pattern is provided, along with (1) examples
of menu records and explanations of how to fill them out; (2)
information on sanitation and storage; and (3) information on the
infant meal pattern. Appendixes containing additional forms and
information are also included. (PCB)

Ukrainian as a Second Language Supplementary Learning Resources Manual.

Alberta Dept. of Education, Edmonton. Language Services Branch.
PUB DATE- 87

NOTE- 97p.; This is a revised edition of the manual "Supplementary Learning Resources: Ukrainian as a Second Language Grades 7-12."

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Annotated Bibliographies; Audiotape Recordings; *Cultural Education; *Educational Resources; Elementary Secondary Education; Films; Filmstrips; Foreign Countries; *Grammar; *Instructional Materials; Language Skills; Periodicals; Second Language Instruction; Skill Development; Textbooks; *Ukrainian; Uncommonly Taught Languages; Visual Aids

IDENTIFIERS- *Alberta (Edmonton); Monographs

The Ukrainian supplementary resources guide lists print and non-print resources selected for their appropriateness for Alberta's three- and six-year secondary school Ukrainian second-language programs and locally developed upper elementary programs. It is intended to assist teachers in locating resources for students and for their own use. Listings are divided into three broad categories: language development, culture, and general reference. Materials types include textbooks, readers, storybooks, monographs, films, filmstrips, flashcards, periodicals, and tape recordings. Each entry gives standard bibliographic information, information on special features, the language used, an evaluative rating (excellent, very good, or good), difficulty level, subject area, and an annotation suggesting its fit with the curriculum and describing the content. Appended materials include a subject index, a list of publishers' and distributors' addresses, and a listing of relevant community resources. (MSE)

Scott, Robert A.

Breaking the Knowledge Barriers: Improving the Transfer of New Knowledge and Innovative Practice to Schools.

PUB DATE- 15 Jan 87

NOTE- 12p.; Revision of a paper presented to the Indiana Curriculum Advisory Council (Indianapolis, IN, January 15, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; *Cooperative Programs; *Educational Innovation; *Educational Practices; Higher Education; School Business Relationship; *Theory Practice Relationship

IDENTIFIERS- *Ramapo College of New Jersey

The transfer of theory to practice in education is discussed, with attention to how new knowledge and innovative practices can be communicated to schools. Practices of Ramapo College of New Jersey are described as illustration. The importance of systematic relationships between colleges and schools is addressed. It is suggested that educational institutions be thought of as part of one system in terms of mission and articulation and interchanges among staff. This system should also include libraries, museums, industry associations, and corporate educators. Collaborative efforts between Ramapo College and secondary and higher education institutions are described that promote knowledge transfer. Joint activities that have taken place in support of cooperative programs include: joint discussions of subject matter by high school and college faculty; joint discussions on teaching strategies; joint high school and college activities such as theater productions; and school teachers serving as faculty fellows on campus. Key objectives of knowledge transfer and innovative practice are briefly considered for: the curriculum, learning and student achievement, assessment systems, teaching techniques, and the way that the school and external environment affect learning. (SW)

Hurd, Richard W.; Woodhead, Gregory

The Unionization of Clerical Workers at Large U.S. Universities and Colleges.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

PUB DATE- Aug 87

NOTE- 10p.

AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, Box 322, New York, NY 10010 (\$4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Clerical Workers; *Collective Bargaining; Geographic Regions; Higher Education; Private Colleges; Public Colleges; *School Personnel; School Secretaries; School Surveys; *Strikes; *Unions; *Universities

IDENTIFIERS- *Noninstructional Staff

Results of a survey on unions representing clerical workers at the largest public and private U.S. universities are summarized. The incidence of strike activity among these unions and the degree of organizing activity in universities where clerical workers are not represented by unions were determined. It was found that most of the unionization of university clerical employees has taken place since 1970, and the amount of organizing activity has increased steadily over the past 15 years. Unions have been successful, achieving bargaining rights on some 70% of the campuses where formal organizing campaigns have been initiated. Clerical unions appear to be more firmly established at public institutions than at private institutions, with two-year colleges more likely to be unionized than four-year colleges. Data are provided on the number of union/non-union public and private institutions by region and level (two-year/four-year). For 13 large colleges and university clerical unions, information is presented on strike activity since 1970 by year, length of the strike, and the bargaining agent. For 65 universities, information is provided on the bargaining agent, level, certification year, unit size, and the percent of the bargaining unit that is clerical. (SW)

ED 288 473

NE 020 994

Gill, Wanda E.; And Others

Students' Evaluation of the First Year Experience at Bowie State College.

PUB DATE- [87]

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Advising; Administrator Evaluation; Black Students; *College Freshmen; Counselor Evaluation; Course Evaluation; *Developmental Studies Programs; Higher Education; Remedial Programs; Resource Teachers; Specialists; State Colleges; *Student Attitudes; Student College Relationship; Student Evaluation of Teacher Performance; Tutoring; White Students
IDENTIFIERS- *Bowie State College MD; Course Load

An instrument was designed to survey students' impressions of Bowie State College (Maryland), with attention to administration, counseling and academic support services, and course loads. The research population consisted of students participating in the Special Services project at the college. Questionnaires were returned by six students, five black and one white. Five indicated that they were first-generation college students, and three said they were low-income. Three were sophomores, one a senior, and one respondent was unidentified. The questionnaire covered: teachers' characteristics, evaluation of specific courses, advisement and counseling evaluation, Special Services Project evaluation, and administrator evaluation. Respondents basically found teachers to be organized, experienced, and knowledgeable. There was no consensus on whether the course load was too much. Advisors and counselors were considered to be available, amiable, and advisory in a useful manner. The advising and counseling programs were considered well organized and managed, conveniently located, and beneficial. Additional findings and the responses to each survey question are shown in percentages (strong agreement, agreement, neutrality, disagreement, strong disagreement, or nonapplicability). (SW)

ED 288 599
PS 016 051

The Parental and Medical Leave Act of 1986. Joint Hearing before the Subcommittee on Labor-Management Relations and the Subcommittee on Labor Standards of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, Second Session. Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 22 Apr 86

NOTE- 253p.; Serial No. 99-101. Document contains small print.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Birth; Diseases; *Employed Parents; *Employees;

*Federal Legislation; Fringe Benefits; Hearings; *Leaves of Absence

IDENTIFIERS- Congress 99th; *Medical Leave; *Parental Leave

A hearing was convened April 22, 1986 to consider H.R. 4300, the Parental and Medical Leave Act of 1986, a bill providing job security to employees who need to take unpaid leave for certain serious family or medical reasons. The bill exempts companies with less than 15 employees. Testimony establishes the need for extended parental and medical leave, records organized labor's support for the bill, argues that parental leave strengthens families, reports a study of the impact of the changing workforce on families with infants, points out negative consequences of providing parental leave without providing medical leave, indicates the impact of the legislation on disabled adults and the parents of disabled children, describes employers' experience with parental and medical leave programs, and gives the U.S. Chamber of Commerce's reasons for opposing the bill. Prepared statements, letters, supplemental material, etc., are provided, including excerpts from legal briefs, supportive statements of several organizations, the Women's Legal Defense Fund's analysis of the bill and its consequences to employers, a comprehensive report of a national study of parental leaves, and a review of the issues. (RH)

Dienstag, Esther L.

Employment Status and Adjustment in Mothers Who Delay Parenthood.

PUB DATE- Apr 87

NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adjustment (to Environment); Age Differences; Breastfeeding; Comparative Analysis; *Employed Women; *Employment Level; *Females; *Homemakers; Mothers; *Parent Attitudes; *Parent Role; Psychological Patterns; Questionnaires

IDENTIFIERS- *Delayed Parenthood

Examined were differences in satisfaction with parenthood among 125 primiparous, middle-class, working and non-working women above and below 30 years of age who completed multiple-choice questionnaires within 6 months of the birth of their child. Questions pertained to responsive attitudes toward infants, attitudes toward women's roles, and adjustment to parenthood. Findings indicated that working mothers differed from homemakers on dimensions of adjustment. Breast feeding was found to be related to satisfaction with parenthood among non-working mothers and bottle feeding was associated with satisfaction among working mothers. Among bottle-feeding mothers, older mothers were more satisfied than younger mothers if they worked, and younger mothers were more satisfied than older mothers if they did not work. Older mothers endorsed more female role values that were less traditional than did younger mothers. Mothers who did not work and held non-traditional role values were least satisfied with parenthood. Non-working older mothers having non-responsive attitudes toward infants were less satisfied with parenthood than were others. The most satisfied mothers in the sample worked outside the home and held strong traditional role values. It was unclear whether older, non-traditional or non-infant-centered homemakers derive less satisfaction when deprived of the stimulation and ego-gratification of work, or whether certain unmeasured personality variables contribute to a failure to embrace rewarding roles. Tables are included. (RH)

ED 288 699
SE 048 711

Roth, Kathleen J.; Anderson, Charles W.
The Power Plant: Teacher's Guide to Photosynthesis. Occasional Paper
No. 112.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PUB DATE- Nov 87

NOTE- 115p.; Portions of transparencies will not reproduce clearly.

AVAILABLE FROM- Institute for Research on Teaching, College of
Education, Michigan State University, 252 Erickson Hall, East
Lansing, MI 48824 (\$11.50).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Botany; Concept Formation; Experiential Learning; Junior
High Schools; Laboratory Procedures; Middle Schools;
Misconceptions; *Photosynthesis; *Science Activities; Science
Curriculum; Science Education; Science Experiments; *Science
Instruction; *Secondary School Science; *Teaching Methods

This document contains a set of instructional materials about
photosynthesis that were used in a research study of middle school
science teaching during 1985-86. The Middle School Science Project
investigated ways to help middle school science teachers use
teaching strategies that were identified in earlier studies as
particularly effective in promoting meaningful conceptual-change
learning. Such learning requires students to go beyond memorization
of facts and terminology and to make sense of scientific
explanations of phenomena. For students, such learning in science
often requires them to go through a difficult process of conceptual
change, reshaping and abandoning ideas or misconceptions that they
have developed from experience and have believed for a long time.
The materials include an introductory description of students'
difficulties related to learning about photosynthesis, a student
text with accompanying comments and suggestions to teachers, a set
of overhead transparent masters, and suggested laboratory
activities. (Author/TW)

Earth Trek...Explore Your Environment.

Environmental Protection Agency, Washington, D.C. Office of Public Affairs.

REPORT NO.- OPA-87-004

PUB DATE- Apr 87

NOTE- 33p.; Some art work may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Air Pollution; Ecological Factors; Elementary Education; *Elementary School Science; *Environmental Education; *Environmental Standards; Glossaries; Government Role; Hazardous Materials; Legislation; Poisons; Public Agencies; *Science Activities; *Science and Society; Science Education; *Science Experiments; Social Studies; Waste Disposal; Water Pollution
IDENTIFIERS- *Environmental Protection

This booklet for children emphasizes the exploration and protection of the environment. An introduction discusses the interaction between humankind and the environment, emphasizing that the earth is a closed system. Chapter 1, "Mission: Protect the Water," addresses human dependence on water, water pollution, and water treatment. Chapter 2, "Mission: Protect the Air," contains information on air pollution, air pollution abatement, and relatively new problems such as acid rain and radon gas in homes. Chapter 3, "Mission: Protect the Land," deals with hazardous wastes and solid wastes. Chapter 4, "Mission: Safer Use of Pesticides," discusses the use of pesticides on farms and around the home, the resistance or "R" factor, and how to protect oneself from pesticides. Chapter 5, "Mission: Safer Use of Toxic Substances," looks at the problem of what constitutes unsafe dosages of toxic substances and provides a toxic "hit list." Throughout the booklet are information, experiments, activities, and questions and answers about the topic at hand. The appendices include information about the Environmental Protection Agency (EPA) and federal and state laws, and a glossary of terms. (TW)

Hochberg, Judith G.

The Acquisition of Word Stress Rules in Spanish.

PUB DATE- Apr 87

NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 26; see FL 017 001.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Language; *Language Acquisition; *Linguistic Theory; Phonetic Analysis; Phonology; Preschool Children; Pronunciation; *Spanish; Spanish Speaking; Speech Acts; *Stress (Phonology); Suprasegmentals; Syllables

IDENTIFIERS- Nonsense Words; *Spontaneous Speech

A study investigated the hypothesis that children learning Spanish as a first language learn rules for assigning stress, as opposed to simply memorizing stress for individual words. The subjects were 50 Spanish-speaking preschool children. In one portion of the experiment, they imitated sets of 2, 3, or 4 Spanish nonsense words that were segmentally identical but minimally contrasting in stress placement. The novel word sets contained regular/irregular stress contrasts in two- and three-syllable consonant- and vowel-final words and three prohibited stress types. In another portion of the experiment, spontaneous speech data containing a variety of word types were collected in an object-naming task. The imitation-task data clearly support the rule-learning hypothesis, and the spontaneous speech data support it somewhat less well. Results also suggest that the stress rule learning is essentially complete by age 3 because few age differences were found in the data. (MSE)

ED 288 400
FL 017 040

Garcia, Cheryl R.; Jaeger, Jeri J.
The Role of Correction in Language Acquisition.

PUB DATE- Aug 86

NOTE- 10p.; In: Papers and Reports on Child Language Development,
Volume 25, August 1986; see FL 017 037.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; Child Language; Discourse Analysis; *Feedback;
*Grammar; *Language Acquisition; *Learning Processes; Linguistic
Theory; *Oral Language; Parent Influence; Preschool Children;
Sentence Structure

IDENTIFIERS- *Error Correction (Language)

A study investigated the effect of adult correction of grammatical errors during the language learning process. Four girls and four boys, ages 2 and 3, were interviewed individually, tape recorded and asked to repeat an adult sentence exactly. Overt mistakes were corrected either with an overt correction with expansion or with expansion only, without reference to error. Responses to corrections were categorized as entirely corrected, partially corrected, different from both the initial attempt and the correction, or refusal to correct. The results supported the expectations that (1) the children would use the correction information to repair their utterances, and (2) the ability to use adult corrections shows a developmental progression. It is concluded that, in general, children use the negative evidence in their language acquisition environments, allowing them to construct the correct grammar for their language. (MSE)

Rolf, Bertil; Danborg, Thomas

The Tacit Dimension of Professional Knowledge from Higher Education to Profession. Studies of Higher Education and Research. 1987:5. National Swedish Board of Universities and Colleges, Stockholm.

PUB DATE- 87

NOTE- 17p.

AVAILABLE FROM- National Board of Universities and Colleges, P.O. Box 45 501, S-104 30 Stockholm, Sweden.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTORS- Decision Making; *Education Work Relationship; Foreign Countries; Higher Education; Interprofessional Relationship; *Knowledge Level; Moral Values; *Outcomes of Education; Problem Solving; *Professional Personnel; Staff Role; *Theory Practice Relationship

A "tacit" dimension of knowledge is being studied within the Swedish Research on Higher Education Program. This tacit dimension includes the practitioner's capacities for applying knowledge in practice, taking a personal stance, having a sense of history, and dealing with personal and moral problems. This kind of knowledge is assumedly unnoticed in course design, teaching and testing, and recruiting and promotion. Tacit knowledge is of particular interest in new professions such as technology, economy, computer science, and for various experts and administrators. The project will systematize the components of tacit knowledge with the aid of conceptual analysis; epistemology; and the demands from society and public debate, from employers, and from students, teachers, and administrators. Topics addressed in this newsletter issue are: the university and professionalization; research problems of investigating tacit knowledge; scientific versus traditional knowledge; obstacles against cultivating tacit knowledge; analyzing knowledge and practice; solving problems and "managing messes" in practice; acquiring knowledge; knowledge maintenance, distribution, and coordination; professional knowledge of organizations; the relation of the professional to others; and moral reasoning and action. (SW)

Rice, Michael

Toward Enhancing the Social Benefits of Electronic Publishing. Report of an Aspen Institute Planning Meeting (Queenstown, Maryland, February 25-26, 1987). Communications and Society Forum Report #1. Aspen Inst. for Humanistic Studies, New York, N.Y.

SPONS. AGENCY- John and Mary R. Markle Foundation, New York, N.Y.

PUB DATE- 87

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Information; Consumer Economics; *Electronic Publishing; Information Dissemination; Information Storage; Online Vendors; *Optical Data Disks; *Technological Advancement; *User Needs (Information); Users (Information); Videotex

IDENTIFIERS- Minitel; *Societal Benefits; Value Added

Intended to investigate ways in which electronic publishing might be further developed to serve important consumer needs and social interests that have yet to become a focus for the industry, this two-day planning meeting consisted of roundtable discussions with 16 electronic publishing experts and practitioners. Following a presentation of the items and questions that prompted this investigation, informal discussions aimed at identifying key questions that the project might pursue in its next stages are summarized in sections focused on: (1) the supply and demand sides of electronic publishing as it is today and as it might grow in the years ahead; (2) factors that might spur or obstruct further development; and (3) further topics that should be pursued. It is concluded that the project does not assume that everyone should be a publisher or that electronic publishing deserves promotion for its own sake, but rather that opportunities should be discovered for society to benefit from electronic publishing, not only in the realm of commerce, but also in the other uses and pursuits of knowledge that make for a civilized community. A listing of conference participants is provided. (KM)

Boadi, Benzie Y.; And Others

Introduction to Librarianship and Documentation. Teaching and Learning Material for the Long Vacation Courses at the University of Botswana 1984 to 1987.

German Foundation for International Development, Bonn (West Germany), Education, Science and Documentation Div.

REPORT NO.- DOK-1416-C/a

PUB DATE- Apr 87

NOTE- 204p.

AVAILABLE FROM- German Foundation for International Development, Hans-Böckler Str.5, 5300 Bonn 3, West Germany (free while supply lasts).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Cataloging; Developing Nations; Foreign Countries; Indexing; Library Administration; Library Education; Library Personnel; Library Science; Library Services; Professional Training; Public Libraries; Reference Services

IDENTIFIERS- Africa (East); Africa (South); Library Development

Developed with the support of the German Foundation for International Development (DSE) and the University of Botswana (Africa), this five-week "long vacation" training program includes four modules designed to provide refresher and in-service training for those library assistants who have work experience but have not been able to attend formal classes in their profession. Offered by the Department of Library Studies of the University of Botswana since 1984, the course is open to candidates from all anglophone countries of the Eastern and Southern African subregion and is intended to impart basic professional knowledge to participants in classification, cataloging and indexing, management and administration, and bibliographic and information resources and techniques. The modules, which are designed to be presented during several class sessions, provide text, exercises, and suggestions for further reading. Modules include: (1) "Introduction to Libraries and Information" (Benzie Y. Boadi); (2) "Bibliographic and Information Resources and Techniques" (Frank Gibbons); (3) "Management and Administrative Studies" (Kingo J. Mchombu); and (4) "Practical Classification, Cataloguing and Indexing" (J. Richard Neill). (Author/KW)

White House Conference on Library and Information Services. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session. Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-74

PUB DATE- 87

NOTE- 176p.; Portions contain small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Conferences; Democracy; Federal Legislation; *Financial Support; Hearings; *Information Services; *Library Services; Literacy; Needs Assessment; *Planning; Position Papers; Productivity

IDENTIFIERS- Congress 100th; *White House Conference Library Info Services

Held to authorize a White House Conference on Library and Information Services (WHCLIST) in 1989, this hearing focused on library services for literacy, productivity, and democracy as well as on the conference structure and costs. Statements and supporting information provided by the following individuals and institutions were presented: (1) Senator Claiborne Pell; (2) Senator Robert T. Stafford; (3) Senator Orrin S. Hatch; (4) Daniel J. Boorstin and Adoreen McCormick; (5) Bessie B. Moore, Daniel W. Casey, and Charles Benton; (6) Christie Vernon, John Ress Reeves, Alexander V. Nole, and Glen Wilde; (7) the Association of Connecticut Library Boards; (8) Patricia E. Klinck, Joseph F. Shubert, and Wayne H. Johnson; (9) Frederick Burkhardt; (10) Kenneth Y. Tomlinson; (11) Barbara Cooper; (12) Raymond A. Palmer; (13) Rae B. Cousins; (14) Page Putnam Miller; (15) Kay Vowvalidis; (16) David R. Bender; (17) Ann A. Lerew; (18) Nicholas A. Veliotis; (19) T. Alan Hurwitz; and (20) Margaret B. Howard. The responses of Bessie B. Moore, Glen Wilde, Patricia E. Klinck, and Joseph F. Shubert to questions submitted by Senator Pell are also included. Institutions, associations, and groups represented included the American Library Association; Association of American Publishers; Coalition of Library Advocates; Library of Congress; Medical Library

Association; National Association of the Deaf; National Commission on Libraries and Information Science; National Coordinating Committee for the Promotion of History; Special Libraries Association; state libraries of Vermont, New York, and Wyoming; Utah State University, and Women's City Club of New York. (KM)

Bilson, Barbara, Ed.

Inside English: Journal of the English Council of California Two-Year Colleges; Vol. IX, Nos. 1-4, October 1982, December 1982, March 1983, and May 1983.

English Council of the California Two-Year Colleges.

PUB DATE- 83

NOTE- 32p.; This journal is printed in oversize form (11.5 x 14.5). All pages have been photographically reduced by ERIC to standard size (8.5 x 11) before microfiching. For the complete archival compilation of volumes 1-13 of "Inside English," see ED 272 238.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; *College English; College Faculty; Community Colleges; Computer Assisted Instruction; English (Second Language); English Curriculum; *English Instruction; Literature; *Remedial Instruction; Student Placement; *Teaching Methods; Telecourses; Two Year Colleges; Writing (Composition); *Writing Exercises; Writing Processes; Writing Skills

Designed primarily for English faculty at two-year colleges in California, "Inside English" includes articles on instructional innovations in teaching remedial writing, literature courses, and freshman composition, and on major curricular, administrative, and employment issues in the field. The four issues in volume 9 contain the following feature articles: (1) "The Left and Right-Brain Hemispheres... Writing Right... And Left...", by Ron Stotts, which suggests writing instruction methods that make use of the right and left hemispheres of the brain; (2) "Students & Teachers & Teachers & Students," by Doug Lane, which considers ways of turning the English classroom into a workshop; (3) "Television Courses and Teaching: Two Viewpoints," by James Moore and Gordon Taylor, which offers two opposing positions on the telecourses; (4) "The Literature of the Holocaust: Lest We Forget or They Never Know," by Julie Swan Hatoff; (5) "The Hidden Joys of One to One," by Rose Brown; (6) "What I Did When... Gobbledygook in the Classroom," by Shirley Sykes, which suggests an enjoyable class exercise to turn adages into obscure writing; (7) "Meno's Slave, Gamow's Presses, and GIGIO: Why We Can't Use Computers to Teach English Composition," by Paul Kaser; (8) "A Strategy That Works: Teaching Communication Skills through the Summary," by Judith Ramms; (9) "Assessment-Placement: Whose Responsibility? A Report on LARC (Learning, Assessment, Retention Consortium)," by Mary Ann Cox; and (10) "English Assessment Beginnings," by Jeannette Webber. (ATC)

ED 288 613
PS 016 916

Counseling Parents about School-Age Child Care: The Role of the Referral Agency.

Save the Children, Atlanta, GA. Southern States Office.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- Jun 87

NOTE- 76p.

GRANT- OHDS-90-PD-86567/01

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Community Information Services; *Counseling Techniques;
*Counselor Role; Day Care Centers; Employed Parents; Family Day
Care; Interviews; Latchkey Children; *Referral; *School Age Day
Care; Social Services

IDENTIFIERS- *Child Placement

The purpose of this document is to help staff of child care referral agencies counsel working parents about care for the school-age child. The first chapter examines the need for school-age child care. The role of the referral service, counseling skills, and steps for conducting parent interviews are discussed in chapter two. Chapter three considers some of the special problems involved in finding school-age child care, such as transportation, care during the summer, early morning care, and child care for kindergarten children. In the final chapter, the issue of child self-care is discussed. Suggestions are made to help counselors prepare to discuss the issue of self-care with parents. Appendixes include information and sample forms to use in locating and adding referrals to an existing referral service, a checklist to help in choosing school-age child care, and a list of publications concerning child care. (PCB)

Reese, Hayne W.

Abstraction of Prototypes, Schemata, and Superordinate Relations.

PUB DATE- 87

NOTE- 16p.; A version of this paper was presented at a meeting of Association for Behavior Analysis (Nashville, TN, May 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior; *Cognitive Psychology; *Definitions; *Schemata (Cognition); *Story Grammar

IDENTIFIERS- Evidence; *Prototypes; Scripts (Knowledge Structures); *Superordinate Relations

In this paper, individuals with no background in cognitive psychology are provided an introduction to the cognitivists' concepts of prototypes, schemata, and superordinate relations. A prototype is a most-typical instance, a composite, or an average of items in a particular set and serves as a mental representation of the set. A schema, script, or story grammar is a sequence of features that typically occur in a common event or story. The term "superordinate relations" refers to "links" between specific concepts and superordinate concepts in a "semantic network." Described in the paper are the kinds of empirical evidence on which these inferred mental entities are based. In addition, possible behavioral interpretations are suggested for prototypes and schemata. The evidence of superordinate relations is considered to be difficult to interpret both behaviorally and cognitively. (RH)

Cigler, Beverly A.
Setting Smalltown Research Priorities. The Service Delivery
Dimension.

Economic Research Service (DOA), Washington, DC. Agriculture and
Rural Economics Div.

REPORT NO.- AGES860818

PUB DATE- Apr 87

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *Community Services; *Delivery Systems;
*Local Government; Research Methodology; *Research Needs; Rural
Areas; *Rural Development

IDENTIFIERS- *Priorities; *Small Towns

This report offers three broad suggestions for redefining how small town service delivery is examined. First, it uses a very broad definition of service delivery that encompasses revenue enhancement methods, expenditure reduction options, and innovative program arrangements. Second, it argues that three interrelated categories of research needs must be addressed: measurement of community management capacity, studies that inventory and assess intergovernmental responsibilities, and studies of the alternative financing and service delivery modes. Third, noting the lack of existing research, the paper argues for the implementation of limited or exploratory studies, especially those that examine several states comparatively. The report also offers guidelines for developing a research design using a simulated case study approach in which local officials are asked to explain their perceptions of the usefulness of various options, drawbacks to their use, and other relevant factors. Such case studies would address the relationships among existing management capacity, intergovernmental responsibilities, and alternative financing and service delivery options, and the methodology would allow for systematic data collection while capturing the uniqueness of governmental units. Topics are suggested for future research with a focus on service delivery and financing options, policy implementation, and local capacity-building. Citations for 108 references are included. (Author/NEC)

ED 288 685
RC 016 493

Barabe, Rosemeri; And Others

PATHWAYS: An Adult Basic Skills Writing Workbook, Level III.

Affiliation of Arizona Indian Centers, Inc., Phoenix.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED),
Washington, DC. Indian Education Programs.

PUB DATE- 87

NOTE- 175p.; For related documents, see ED 254 362 and RC 016
482-492.

GRANT- G008420037; G008610079

AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721
North Central Avenue, Suite 814, Phoenix, AZ 85004 (\$4.75 plus
shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy;
American Indian Culture; *American Indian Education; Basic Skills;
*Literacy Education; Reading Instruction; *Reading Skills;
Relevance (Education); Sequential Approach; Units of Study;
*Workbooks; Writing Instruction; *Writing Skills

IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United
States (Southwest)

This level III (fifth grade equivalent, 4.5-6.0 readability)
student workbook is part of an adult basic education series
utilizing Southwestern American Indian myths, legends, history, and
information on religious beliefs, architecture, fine arts, and
social practices. Each lesson teaches a reading/writing skill with
a presentation section explaining the concept and providing
examples and a practice section of exercises requiring application
of the skill/concept. A post-test is included for each unit to
measure student mastery/progress. A glossary covering all literary,
grammatical, and technical terms is provided to help students with
word usage and vocabulary development. Units cover parts of speech,
sentence structure, paragraph development, punctuation,
capitalization, practical writing, and spelling. (NEC)

DeAngelis, Lee P., Ed.

Becoming an Environmental Professional--Strategies for Career Planning. Proceedings from the Environmental Careers Conference (Ann Arbor, Michigan, November 8, 1986).

CEIP Fund, Inc., Cleveland, OH.; Michigan Univ., Ann Arbor, School of Natural Resources.

PUB DATE- 86

NOTE- 115p.

AVAILABLE FROM- The CEIP Fund, 332 The Arcade, Cleveland, OH 44114 (\$10.95).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Career Education; College Science; *Employment Opportunities; Employment Patterns; *Environmental Education; Higher Education; Job Placement; *Job Search Methods; *Labor Market; Occupational Information; Professional Associations; *Professional Personnel; Professional Services; Science Education
IDENTIFIERS- *Environmental Professionals

This document was designed to highlight the activities of a conference dealing with careers in the environmental field. The conference was organized with the intention of helping college students, recent college graduates, and others to learn the realities of various environmental careers from professionals working in the corporate, government and nonprofit sectors. In addition, it was designed to help the attendees gain a better understanding of how to plan for a career as an environmental professional. The publication provides information on: (1) the roles of environmental professionals in corporations, government agencies and nonprofit organizations; (2) important current and future environmental issues and the challenges and opportunities that they present for environmental professionals and their organizations; and (3) education, experience and job search techniques needed to start a career in the environmental fields. The appendices include a list of environmental career planning resources, a profile of the conference participants, and a feedback

sheet for readers. (TW)

ED 288 745
SO 016 647

Copley, Paul

The Productivity Factor. Comparing Japanese and American Modes of Production. A Resource for Teachers of Economics.

Beaverton School District 48, Oreg.

SPONS. AGENCY- United States-Japan Foundation.

PUB DATE- 84

NOTE- 76p.

AVAILABLE FROM- Paul Copley, Sunset High School, P.O. Box 200, Beaverton, OR 97075.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Comparative Analysis; Course Content; *Cross Cultural Studies; Curriculum Guides; Economic Factors; *Economics; *Economics Education; Evaluation Criteria; Instructional Materials; Performance Factors; Primary Sources; *Productivity; Resource Materials; Secondary Education; Social Studies

IDENTIFIERS- *Japan

Focusing on the human element through a cross-cultural comparison of U.S. and Japanese modes of production, this resource guide features an assessment of the major factors that affect productivity performance. Each section contains a goal statement and an overview outline of the featured topics. The text includes primary sources, such as documents and quotations from authorities in the field of economics, and some sections provide discussion questions and related learning activities. The major topics includes: (1) a definition of productivity; (2) a comparison of U.S. and Japanese economic performance; (3) the major and related factors that impact productivity; (4) the Japanese style of educating a productive workforce; and (5) the Japanese model of organizing the workplace. Strengths and weaknesses of both systems are described. Major economic terminology is highlighted within the text, with graphs and charts included. (JHP)

Shepard, William A.

The Hospital That Became a College: Sloan U.S. Army General Hospital,
Montpelier, Vermont. Norwich University Library Occasional Paper
No. 1.

Norwich Univ., Northfield, Vt.

PUB DATE- 83

NOTE- 28p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Armed Forces; Church Related Colleges; Civil War
(United States); *Educational History; Higher Education; *Hospitals
IDENTIFIERS- Montpelier Seminary VT; Norwich University VT; *Sloan US
Army General Hospital VT; *Vermont College

A historical review is presented of Sloan U.S. Army General Hospital, the second largest Union Army hospital in Vermont, which operated from June 1864 to October 1865. Sloan Hospital later became Vermont College, which in 1972 merged with Norwich University. Sloan Hospital operated during the last year and a half of the Civil War and consisted of about 24 large buildings and a number of satellite structures. During its 16 months of operation, approximately 1,700 Union soldiers were admitted for treatment, most of them Vermonters. Information is provided on the establishment of the hospital, financing the construction costs, site selection, types of illnesses that were treated, operation of the hospital, purchase of the buildings/land after the Civil War by

Newbury Seminary, and relocation of the buildings and establishment of Montpelier Seminary in 1868. (SW)

ED 288 487
IR 012 878

Tempel, Michael; And Others

The ECCO Logo Project: Materials for Classroom Teachers and Teacher Trainers.

International Council for Computers in Education, Eugene, Oreg.

REPORT NO.- ISBN-0-924667-41-9

PUB DATE- [85]

NOTE- 204p.

AVAILABLE FROM- International Council for Computers in Education,
University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$20.00;
discounts on quantities available).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Computer Assisted Instruction; Elementary Secondary
Education; Instructional Materials; *Language Arts; Learning
Activities; *Mathematics Instruction; Programing Languages;
*Science Instruction; *Social Studies; Workshops

IDENTIFIERS- *Educational Computer Consortium of Ohio; *LOGO
Programing Language

In the fall of 1985, the Educational Computer Consortium of Ohio
(ECCO) presented an extensive series of workshops on Logo. The
workshops were divided into two categories: those for
teacher-trainers and those for classroom teachers. This booklet
presents materials developed by a core of five participants in the
workshops for trainers using Logo that could be taken directly into

the classroom. These materials are presented in two major sections:
Logo in Language Arts and Social Studies, and Logo in Math and
Science. Activities for teacher training are included. Each section
begins with materials presented by Michael Tempel of Logo Computer
Systems, Inc., in a series of workshops for teacher trainers. The
second part of each section contains materials used in workshops
for classroom teachers, which are designed to be directly usable by
students in the classroom, and include student worksheets and
teacher information sheets. Listings of Apple Logo II files for
teacher training and student activities are appended. (RP)

ED 288 502
IR 012 896

Sorrentino, Tom

Selecting and Using Non Print Media for Instruction. An Inservice Program for the New, Professional Staff Members of Any School, U.S.A.

PUB DATE- Sep 87

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Audiovisual Aids; *Audiovisual Instruction; Behavioral Objectives; Elementary Secondary Education; Evaluation Criteria; Guidelines; *Inservice Teacher Education; *Media Selection; Production Techniques; Scripts

The purpose of this inservice program is to introduce new staff members in elementary, middle, or high schools to the nonprint resources in their building so they will be able to select, produce, and correctly use nonprint media to improve instruction as quickly as possible. It is designed to be taught by the staff member who is most familiar with the nonprint resources of the building in which new staff members work, preferably a certified media specialist. The learning activities for this program span a minimum of ten hours' instruction. This guide provides specific objectives for the program, suggestions for the organization and format of the course, a script for an audiovisual presentation called "Selecting and Using Non Print Media" (descriptions of appropriate visuals are included), nine learner worksheets, and a list of resources that includes both print and nonprint materials on selection, production, and utilization of nonprint media. (RP)

ED 288 517
IR 012 920

Darwazeh, Afnan N.; Reigeluth, Charles M.
Type and Position of Adjunct Questions: Their Effects on Memory and
Application. IDB&E Working Paper No. 7.

Syracuse Univ., N.Y. School of Education.

PUB DATE- Feb 82

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Analysis of Variance; Cognitive Processes; Factor
Analysis; Grade 8; *Instructional Design; *Instructional
Effectiveness; Interaction; *Intermode Differences; Junior High
Schools; Knowledge Level; Literature Reviews; Performance Factors;
Predictor Variables; Pretests Posttests; *Questioning Techniques;
*Recall (Psychology); Social Studies

IDENTIFIERS- *Adjunct Questions

This study examined the effects of the type of adjunct questions
(use-a-generality, remember-a-generality, and remember-an-instance)
and the position of these questions either before the relevant text
passage (pre-questions) or after it (post-questions) on the three
corresponding performance levels of learning. The subjects were 74
eighth-grade students at a suburban school in Syracuse, New York,
and the materials for the learning task consisted of an
approximately 450-word passage selected from a social studies
textbook for this grade level. Six different treatment groups were
used, with each group receiving adjunct questions which varied as
to performance level and placement of the questions. The results
were analyzed separately for each level of performance as well as

for the total test score. None of the effects reached significance
for any of the subtests. These results suggest that, in order to
optimize learning, the position of the adjunct questions must be
taken into account as well as the type of question to be used. An
18-item reference list is provided. (RP)

Fields, Patricia, Comp.

Working Together in Maryland. Migratory Labor Consortia Building and Program Networking.

Maryland Governor's Commission on Migratory and Seasonal Farm Labor, Baltimore.; Maryland State Dept. of Human Resources, Baltimore.

PUB DATE- Jul 85

NOTE- 39p.; Some maps have blurred print.

AVAILABLE FROM- The Governor's Commission on Migratory and Seasonal Farm Labor, 1123 N. Eutaw Street, Suite 310, Baltimore, MD 21201.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Cooperation; Agency Role; Agricultural Laborers; Cooperative Planning; *Cooperative Programs; *Coordination; Farm Labor; Information Networks; Linking Agents; Maps; Migrant Programs; *Migrant Workers; Models; Program Effectiveness; Regional Cooperation; *Seasonal Laborers; State Agencies; *State Programs

IDENTIFIERS- *Maryland

In 1981, the Governor's Commission on Migratory and Seasonal Farm Labor began an initiative to develop and enhance communication and coordination linkages among migrant labor service providers. The Commission serves as a forum for farm laborers to share information and concerns, monitors programs, conducts inspections, promotes coordination, and develops recommendations. Area meetings were organized in each of the three geographic regions (Western Maryland, Eastern Upper Shore, and Eastern Lower Shore) to bring together area service providers for a pre-season planning session and a post-season assessment session. Federal budget cuts also played a significant role in uniting agencies for survival purposes

and continuing services. The initiative taken by the Commission, and adopted by the agencies, led to open communication between providers and growers, excellent working relationships among agencies/providers, and innovative projects. The document is divided into four major sections: "Model Projects" lists and describes three significant coordination efforts in Maryland among migrant labor service agencies and providers; "State Level Coordination and Initiatives" describes agreements and coordination among state agencies and linkages with non-state agencies; "Description of Agencies" gives brief descriptions of 10 agencies; and Appendices consist of maps of the three geographical areas, and samples of tracking cards and a daily log. (JMN)

Porochiwnyk, Daria

Six-Year Ukrainian as a Second Language Program, Grade 10 Teaching Unit.

Alberta Dept. of Education, Edmonton. Language Services Branch.

PUB DATE- 86

NOTE- 150p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Class Activities; *Course Content; Educational Objectives; Foreign Countries; Form Classes (Languages); Grade 10; *Grammar; High Schools; *Language Skills; Nouns; Proverbs; Second Language Instruction; *Teaching Guides; *Ukrainian; Uncommonly Taught Languages; Vocabulary

The teaching unit provides materials for the fourth year of the six-year secondary school curriculum in Ukrainian as a second language. It focuses on concepts identified for study at the grade 10 level, expression of location and destination, with a comprehensive study of the locative case of nouns and their modifiers. In completing the unit, students talk about various places ranging from their immediate surroundings to distant geographic locations. The unit is intended to stand alone, with the use of other specified texts as required. An introductory section outlines the objectives, organization, and format of the unit, and gives suggestions for individualization and evaluation. Each curriculum segment in the unit contains a list of specific objectives, a presentation of the structures and their functions, with activities, activities for reinforcement, and enrichment materials to develop communicative competence. Dialogues, exercises, and vocabulary lists are in Ukrainian, with accompanying instructions in English. Appended materials include visual aids, suggestions for additional reading, and a section on Ukrainian proverbs. (MSE)

Scott, Robert A.

Developing an Institutional Strategy for International Education:
Principles, Objectives, and Progress.

PUB DATE- 23 Jan 87

NOTE- 10p.; Paper presented at the Higher Educational International
Leadership Summit (S.S. Universe, FL, January 23, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Articulation (Education); Curriculum Development;
Experiential Learning; Faculty Development; Foreign Students;
Higher Education; *Institutional Mission; *Interdisciplinary

Approach; *International Education; Minority Groups; *Multicultural
Education; Skill Development; *Student Recruitment

IDENTIFIERS- *Institutional Renewal; *Ramapo College of New Jersey

The stages of developing a strategy for international and
multicultural education at Ramapo College of New Jersey are
described by the college's president. Principles that guided the
development of the strategy, the objectives established,
initiatives undertaken to achieve them, and progress to date are
considered. The theme of international and multicultural education
was integrated throughout the curriculum and this mission embraced
research and training as well as undergraduate teaching. Six major
objectives for the school's global strategy were: professional
development of faculty and staff, curriculum development, student
skill development, experiential learning opportunities, outreach,
and the recruitment and retention of international and minority
students. International and multicultural education was chosen to
increase enrollments and improve opportunities at the college since
it needed a distinctive identity and renewed vitality. (SW)

Findlen, George L.

Enrollment Projections: Template and Guide.

Delgado Community Coll., New Orleans, LA.

PUB DATE- Dec 87

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- *Computer Software; *Computer Uses in Education;

*Enrollment Projections; Enrollment Trends; Microcomputers;

*Research Methodology; *Small Colleges; Two Year Colleges

IDENTIFIERS- *Lotus 1 2 3

Small community colleges with enrollments between 500 and 2,500 students have traditionally been unable to afford to hire an institutional researcher or to lease sophisticated statistical packages to perform enrollment analyses, though their needs for enrollment projections are the same as those of larger institutions. Fortunately, with a personal computer, a desktop printer, and the Lotus 1-2-3 software package, a dean with

initiative and curiosity can gain valuable program information at a relatively small cost. One of the primary strengths of Lotus 1-2-3 is that it allows a user to do linear regression to project trends in enrollments, dropouts, or total annual revenue. Though the benefits of having past and likely future enrollments on a single sheet of paper or screen are obvious, users should be cautioned that future enrollments are assumed to adhere absolutely to the trend line established by all past enrollments entered into the template, and that linear regression should not be used to project more than two semesters of future enrollment if there are only 10 semesters in the enrollment history section. The following materials concerning the use of Lotus 1-2-3 in enrollment projections are included: (1) contents to be typed into each cell of a 1-2-3 spreadsheet to create a template for projecting future enrollments; (2) a set of instructions for using the template as-is and for modifying it; and (3) illustrations of blank and completed templates, and a sample graph. (UCM)

Hartsfield, John W.; Hartsfield, Kendra J.
Human Spaceflight. Activities for the Primary Student. Aerospace
Education Services Project.
National Aeronautics and Space Administration, Cleveland, Ohio. Lewis
Research Center.

PUB DATE- Oct 85

NOTE- 126p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Aerospace Education; Aerospace Technology; Educational
Games; Elementary Education; *Elementary School Science; *Science
Activities; Science and Society; Science Education; *Science

History; *Science Instruction; *Space Exploration; Space Sciences
IDENTIFIERS- *Space Travel

Since its beginning, the space program has caught the attention of young people. This space science activity booklet was designed to provide information and learning activities for students in elementary grades. It contains chapters on: (1) primitive beliefs about flight; (2) early fantasies of flight; (3) the United States human spaceflight programs; (4) a history of human spaceflight activity; (5) life support systems for the astronaut; (6) food for human spaceflight; (7) clothing for spaceflight and activity; (8) waste management systems; (9) a human space flight log; and (10) additional activities and pictures. Also included is a bibliography of books, other publications and films, and the answers to the three word puzzles appearing in the booklet. (TW)